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ABSTRACT

Intended for staff working with trainable mentally retarded students, the manual presents communication goals and activities. The first of the manual's three components provides outlines of 20 communication goals, each of which contains an explanation of the goal, lists of skills or associated content material, and specific activities for implementing the goal in classroom domains. Among goals addressed are improving discrimination ability, auditory memory skills, and ability to use nonverbal language appropriately in conversation. The second component contains lists of words organized according to target speech sounds, instructions and activities for classroom articulation practice, and sample student articulation profile sheets. The third section consists of illustrations of six common participatory events depicting a sequential progression, associated vocabulary items and conversation starter pictures. Suggestions for picture use are included. (CL)

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COMMUNICATION FACILITATED WITHIN CURRICULAR DOMAINS

by

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Jane B.Friedel
Anne M. Witt

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Rationale and Procedures

The role of the Speech/Language Clinician in providing appropriate services to trainable retarded students has been constantly changing throughout the past decade. From minimal services, in recent time the pendulum has swung to a great deal of services. The content and delivery model of services to this population in Iowa has been largely dependent upon the individual philosophy of each Area Education Agency. For example, one AEA manual states, "Individual speech therapy was tried for a number of years... It was not found to be effective because retarded children do not generalize what they learn from one situation to another. The things they learned were not practiced in the classroom or at home." As a result of this philosophy, the Speech/Language Clinician in that particular area provides consultative services and on-site intervention. In other areas the role of the clinician is strictly consultative and yet in others the clinician does only direct intervention.

There does however, appear to be one apparent commonality of most MD-T curricula including that of AEA #16 Operation WILL, in that they are all designed around the acquisition of functional skills within the following domains: (1) vocational, (2) domestic, (3) recreation/leisure, and (4) community mobility. Set into this philosophy, the Speech/Language Clinicians of AEA #16 have been providing a variety of services including:

1. Consultation with classroom teachers to promote speech and language intervention within the classroom.

2. On-site intervention by the Speech/Language Clinician within identified curricular domains.

3. Direct speech and language therapy.

These methods have not consistently been tied to the curriculum, but directed to specific speech/language deficits of individual students.

Within most delivery models, the trend is directed toward curricular involvement of the Speech/Language Clinician and their actual participation in on-site language intervention. However, there has been some question as to the cost effectiveness of this model of intervention. There was an apparent need to develop a more effective delivery service model which would provide maximum benefit to the students. One way of accomplishing this would be by heightening the classroom teacher's awareness of the techniques that maximize language stimulation. In this way, language skills could be emphasized more effectively throughout the entire day while the student was actively involved in domain specific activities. Presumably generalization of the language skills would occur much more rapidly and the speech clinician's time could be used more efficiently in direct intervention and consultation.

Funds were received from the State of Iowa Department of Public Instruction, Division of Special Education to develop a format for providing more effective services to MD-T students with the intention that the format may be applied to other curricula in existence throughout the state of Iowa. A description follows:

"A study and development of speech and language materials, procedures, and guidelines which will assist Speech/Language

Clinicians managing MD-T students within their existing curricular structures."

All of the intervention procedures and factors were directed toward identified skills which would assist students in more effective receptive and expressive communication within each of the curricular domains. The basic intent of this manual is to:

1. Select specific articulation and language skills which would enhance the students' ability to function more effectively in each of the four domains.

2. Devise tasks which would assist teachers in stimulating these communication skills while engaging in domain specific activities throughout the day.

The role of the Speech/Language Clinician would then be that of providing:

1. Staff inservice and demonstration teaching on implementing specific articulation and language skills into curricular domains.

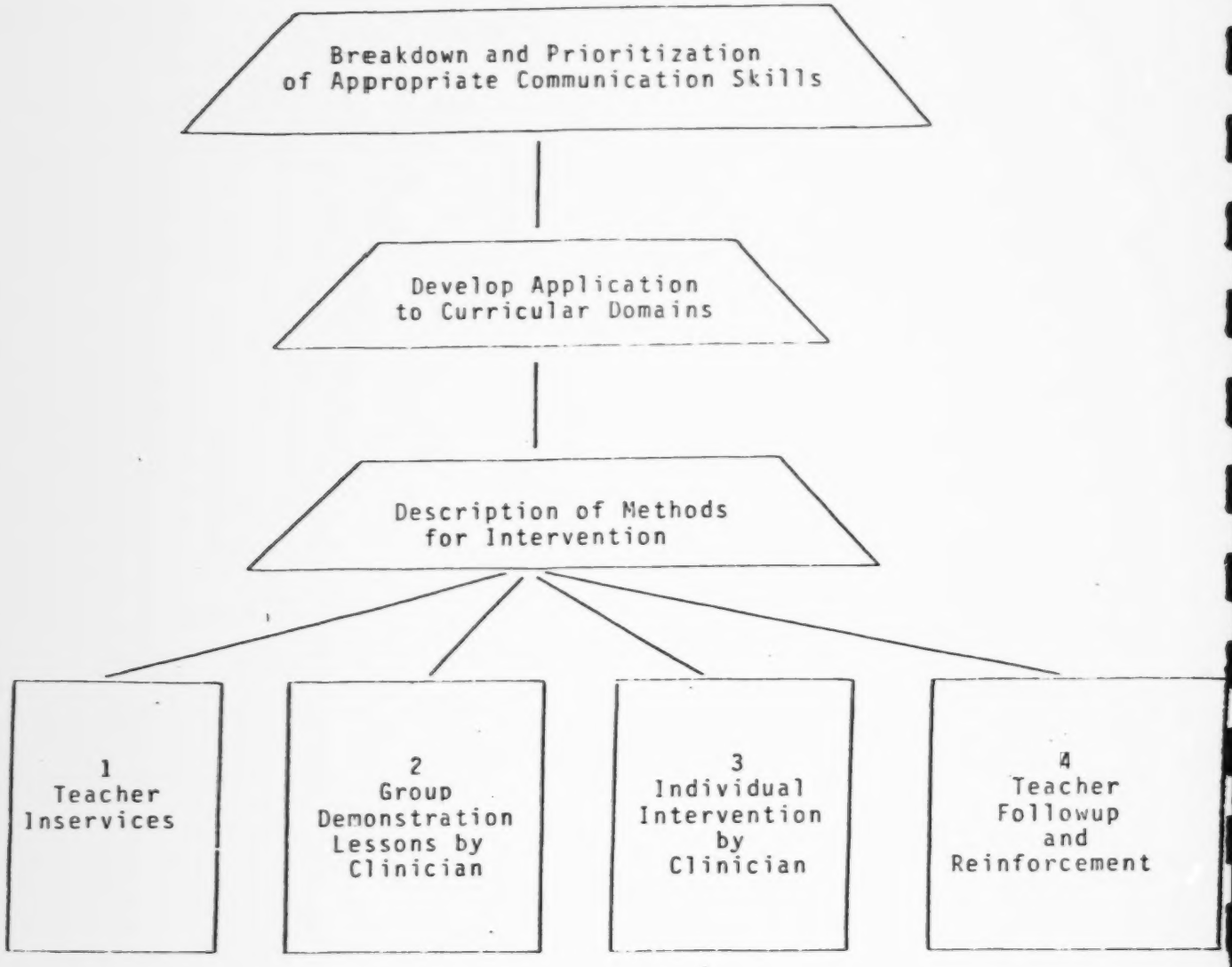
2. Group speech and language intervention followed by teacher utilization of techniques to maximize articulation and language stimulation.

3. Individual intervention directed at specific speech/language deficits and needs particular to individual students.

A flow chart describing the progression of the project is on the following page.

AEA #16 SPECIAL PROJECT OF SPEECH AND LANGUAGE

PROCEDURES FOR MD-T POPULATION


Breakdown and Prioritization of Appropriate Communication Skills
Develop Application to Curricular Domains
Description of Methods for Intervention
1 Teacher Inservices
2 Group Demonstration Lessons by Clinician
3 Individual Intervention by Clinician
4 Teacher Followup and Reinforcement

The Form and Scope of the Manual

Facilitation of communication within the classroom served as the direction for the manual. The manual was based on a "communicative competence" approach. Perceptual and cognitive processes are believed related to communication process and language is considered to consist of content, form, and function components. Whenever possible, goals and activities incorporate content, form, and function as they relate together. Attempts were made to stress "function" and speaker and listener roles throughout activities. In terms of language "content", no specific goal addressed strictly "vocabulary" development. It appeared more appropriate that the vocabulary to be learned (names, vocabulary in categories, etc.) be dictated by classroom or individual student needs and determined jointly by parents, teachers, clinicians and other relevant "team" members. Similarly, receptive and expressive language were not addressed separately; rather, they were emphasized as working together within the contexts of all tne goals.

The format of the manual consists of three parts. These include:

1. Twenty selected communication goals each of which contains an explanation of the goal; lists of skills or associated content material; and specific activities for implementation of the goal in classroom domains. The domain specific experiences targeted in the activities appear on the page following "The Form and Scope of the Manual." General comments regarding the communication goals and Directions for Future Development follows the goal section.

2. An articulation section containing lists of words organized according to target phonemes (speech sounds), instructions and activities for classroom articulation practice, and sample student articulation profile sheets.

3. A supplemental picture section containing an artist's rendition of six common "participatory events." Each set consists of simple line drawings showing a sequential progression of an event, line drawings of associated vocabulary items; and several "conversation starter" pictures related to the sequence. The content, sequence, vocabulary pictures, and perspective were selected by the authors to allow for maximum relevance to the manual and for applicability to a wide variety of use. Suggestions for use of the pictures are included. The pictures are printed in such a way that they can be separated from the manual and cut apart for clinician or classroom use.

The scope of the communication goals discussed in this manual is admittedly limited. Twenty goals seems sparse in comparison to the potential needs of the population toward which this project was addressed. Limiting the scope to twenty goals was a difficult task but necessary when dealing within the time constraints of the special project. The authors believed that the scope of the manual should not be expanded at the expense of the content. They recognized that the form of the goals does not comply with the need to state quantifiable criteria, contexts in which measures will be taken, etc. as is necessary for the inclusion into Individual Educational Plans. This was done intentionally to allow the individualization for each student's (or class') needs.

Within the twenty goals, the authors directed emphasis toward starting at the verbal level with activities designed for students who have the cognitive skills to allow the development of language as representational behavior. Admittedly these activities will not be appropriate for students whose overall functioning is below this

verbal level and for whom preverbal skills are appropriate. Time did not allow addressing this population. Also throughout the manual, the term "verbal" skills is used. However, most goals and activities are also applicable to students using auxillary communication (sign language or augmentative devices).

Some goals and activities include suggestions that are "high level" skills requiring higher cognitive ability. While not suitable for all students, they may be applicable for some older students and were included to cover the range of abilities found among this special population. Similarly, the skill lists and "content material" lists throughout the manual are comprehensive in nature and were not intended to reflect the level of skills expected of all trainable mentally disabled students. Rather they were included as near complete references to assist Speech/Language Clinicians and teachers in the selection of the most appropriate items for their students. In other instances, some activities relate to those already used by classroom teachers. They were included to reinforce their applicability pertaining to communication and to commend teachers for their skill and versatility in teaching.

Communication goals are numbered and grouped logically for ease of reference. The order does not necessarily reflect a developmental order, order of difficulty, or "teaching" order. Some special notations and terms were used within the manual. The "Goal Taps" contained on each introductory goal page refer to additional skills that are related to the named goal. Following some examples within an activity, the initials "R/L, CM, D, or V" may be seen. These reflect the fact that the example for the skill may relate to specific curricular domains of Recreation/Leisure, Community Mobility, Domestic, or

Vocational. It is intended to show the applicability of that activity to the domain mentioned. To underscore the overlap of the language goals, related activities are cross referenced at the end of each language goal. Users may choose activities from one goal to supplement activities for another. Within the manual the authors use the term "down time" to refer to unscheduled or "free time" encountered during the school day. Examples of such time include: while waiting, riding on the bus, before all students arrive, immediately after lunch, etc. Additional examples of "down time" are given in the pages discussing "Suggestions for Articulation Emphasis." Also within this manual, the term "verbal" is used to denote "oral-verbal" skills.

Throughout this manual the masculine pronoun "he" is used to refer to individual student examples. This was done merely as a literary device and for the sake of brevity and does not imply the exclusion of females.

DOMAIN SPECIFIC EXPERIENCES

Domestic

Personal Hygiene/Grooming
Dressing
Cooking
Eating
Cleaning

Recreation/Leisure

Home/School
- Individual
- Cooperative

Community/Social

Community Mobility

Public Transportation
Pedestrian Skills
Private Transportation

Vocational

Personal Data
General Information
Workshop Skills
Vocational Site

Target Goals

Goal 1: The student will improve his discrimination ability.

Goal 2: The student will improve his ability to follow and provide verbal directions and commands.

Goal 3: The student will improve his ability to comprehend and use various question forms.

Goal 4: The student will improve his ability to comprehend and use "wh" question forms.

Goal 5: The student will improve his auditory memory skills.

Goal 6: The student will increase his knowledge of personal traits and survival data and utilize that information functionally in his environment.

Goal 7: The student will improve his use of descriptive language.

Goal 8: The student will improve his understanding and use of spatial, quality, and temporal relationships.

Goal 9: The student will improve his use of one and two word utterances.

Goal 10: The student will improve his use of verb forms and tenses.

Goal 11: The student will improve his use of pronouns.

Goal 12: The student will improve his use of simple sentences.

Goal 13: The student will improve his ability to use inflections to change word meaning.

Goal 14: The student will improve his ability to use more detail and sentence complexity.

Goal 15: The student will improve his ability to sequence information.

Goal 16: The student will improve recognition and expanded use of cause and effect relationships.

Goal 17: The student will improve his ability to recognize attributes and characteristics and organize them in a meaningful way.

Goal 18: The student will improve his ability to determine meaning from context.

Goal 19: The student will improve his ability to use nonverbal components of language appropriately in conversation.

Goal 20: The student will improve his ability to use pragmatic skills.

GOAL 1: The student will improve his discrimination ability.

Language acquisition is closely related to auditory learning since the majority of language input takes place through the auditory channel. Auditory information has to be received, identified, interpreted and organized by the listener for comprehension to occur. Auditory discrimination, one aspect of this process, refers to the ability to hear likenesses and differences in auditory information. Accurate discrimination ability allows growth in receptive language skills. Discrimination skills make it possible for one to recognize the presence, absence or characteristics of specific sounds in units. This proves essential for the development of sound/symbol associations for writing or reading and for accurate understanding and use of many expressive language "forms."

The normal progression in acquisition of auditory skills is similar to the following steps: attending to auditory stimuli; localization of sound; gross discrimination of environmental sounds; and recognition of patterns within the auditory stimuli. These are considered nonverbal prerequisites to the type of activities contained in this section. Activities for this goal begin at the level at which verbal stimuli serves as input.

GOAL 1

Activities contained within this goal include: (1) discrimination related to sounds within words; (2) same-different judgements; (3) recognition of relevant versus irrelevant information; (4) recognition of errors and absurdities.

Goal Taps:

Cognitive skills
Sequencing
Auditory memory
Wh questions
Question language
Concept Vocabulary

GOAL 1

1. It is necessary that the child be able to discriminate words against a background of noise or competing messages. Prepare a tape of background noise and begin by playing it softly while giving the student simple oral direction to follow. As this competency increases, raise the volume of the noise and increase the complexity of the directions. A variation of this activity would be to vary your proximity to the student and/or the loudness of your voice as you give input against the background of the regular classroom noise.

2. Practice discrimination of individual speech sounds. Ask the students to tell you whether two sounds you produce are the same or different. Help students become more aware of individual speech sounds and how they are produced by having him watch your mouth as you produce different phonemes. Begin with the most visual sounds such as /m,n,p,b/. Contrast them to those phonemes that are dissimilar in place and manner of production such as /k,g,s/.

   Ex: Teacher: "Listen. Does 'mmm sound the same as pa'?"

3. Whenever possible, model two words aloud and have students tell you whether they sound the same or different. Begin with words that are entirely and obviously dissimilar. Then proceed to words that are exactly the same. Work toward finer discriminative judgements such as those which require the differentiation of individual phonemes (sounds) in words (same initial sound, same final sound, different initial sound, different ending).

   Ex: Teacher: "Do these sound alike?"

bread/toast	(sound completely different)	D
toast/toast	(same word)	
most/toast	(different initial sound)	
toast/toe	(omission of final sound)	

GOAL 1

4. Introduce the student to rhyming words by giving him numerous examples during his daily routine. Emphasize the idea that the words sound "almost the same" or that the "endings" sound alike. When the student seems capable of identifying rhyming words, make a game of seeing how many words rhyme with a given word. This can be done orally or for more capable students, with written clues. This could be a fun activity for "down time."

   Ex: "You all wore a hat this morning. I can think of some words that sound almost the same as hat. Listen and you may be able to think of a few more--cat, fat, mat, sat, ..."
   "I see a bug on the rug. What two words sound alike? Let's think of more."

5. Select a specific "sound" to be emphasized during the day, week, etc. Call the students' attention to it as often as possible throughout the day. Begin with those sounds that are most visible, most easily produced, or of particular importance to the students. Start with recognition of the sound at the beginning of the word and later emphasize the sound at the end or in the middle of words.

   Ex: "Sue is playing the piano for music today. The sound we've been talking about this week is /p/. Does 'piano' begin with the /p/ sound?" R/L
   "I have the key to the bus. Do you hear the /k/ sound at the beginning of the word key?" CM

6. Generate incomplete sentences that use rhyming words within the sentence or entire sentences that rhyme to practice listening for word similarities.

   Ex: Teacher: "How can we make this rhyme? You have skin on your _____. Think of something that sounds like skin."
   "The bus will go very _____. Who can make a rhyme?"

   Rhyming Sentences: The girl had a bow.
   She tied it on her little _____.
   His name is Fred.
   He sleeps on a _____.

   Rhyming Riddles: "I'm thinking of something tiny with little ears and a long tail and it rhymes with house."

GOAL 1

7. Once the student has the ability to listen for and recognize the differences in words, name a sound and ask him to think of a word or words that begin with that sound. Generate ideas on a bulletin board or have the students do a magazine search for items that begin with "their" sound.

   Ex: "Mary, your name begins with our special sound. Can you think of someone else whose name begins the same as yours?"

8. Ask the students simple nonsense questions to which they can respond with a yes/no answer. Use loudness or tone as additional cues if needed.

   Ex: "Joey, do you wear socks when you go swimming?" R/L
   "Jason, do you hear with your eyes?"
   "Richard, do you write with a stick?"

9. Occasionally mispronounce sounds in words as you are talking and ask the student if the word sounded right or wrong. Let the student correct the mistake. Concentrate on those sounds which the student has difficulty producing.

   Ex: Linda has a th/s substitution. Teacher might say to her, "You are really acting 'thilly' today. Did you notice the way I said that? Tell me what was wrong with it."

10. While discussing various topics, purposely substitute an incorrect word that sounds very similar to one that is right. Have the students identify what was wrong and tell what the more appropriate choice would be.

    Ex: "You can listen to the rodeo during your free time." R/L
    "That apple you are eating is bed."
    "We're going mowing. Line up." CM

GOAL 1

11. When giving the students directions or when reading a selected paragraph or story, insert a step that is obviously unnecessary or is totally irrelevant. Help them identify it and tell why it was unappropriate to what was being discussed.

Ex: Teacher: "Put on your coat and wait beside the door for the bus to come. Be sure and take your papers and the garbage home with you. Did I say something wrong there?"
"To make jello, we need to boil the water, mix it with the box of jello, put the silverware in the drawer, and then put the jello in the refrigerator. What step there was not necessary for making jello?"
When reading a story, add a last line that is unrelated to the story. Check for discrimination of the irrelevance.

12. During practice with rote seriated material (counting, alphabet naming, days of week, months, class roll, daily schedule) purposefully delete or mix the items, necessitating that the students discriminate the errors and correct them appropriately.

13. Use a type of "cloze procedure" whereby teacher starts a sentence and provides the initial sound of the last word in the sentence requiring student to complete the word.

Ex: Teacher: "Put on your c____." D
"The nuts and bolts need to be s_____." V
"We're going to K-_____." CM

Additional suggested activities can also be found in the following areas of the manual:

Goal 4 --Activity 2
Goal 7 --Activity 11
Goal 10 --Activity 7
Goal 11 --Activity 5
Goal 13 --Activity 1

GOAL 2: The student will improve his ability to follow and provide verbal directions and commands.

Throughout our lifetimes we are called upon to follow or give directions in a wide variety of forms on a daily basis. Understanding oral or written language and expression of intent through language is imperative as we encounter directions associated with our jobs, in recreational pursuits, domestic chores, and throughout community involvement. In actuality, understanding, following, and providing oral directions is one of the most necessary requirements for effective functional living.

From infancy, children are reinforced for imitative behaviors including motor and verbal responses. As language emerges it increasingly mediates the responses and the child begins to follow directions based on the language content rather than the associated imitative motor act. Activities for this goal begin at a verbal level and include emphasis on: (1) controlling the length and complexity of oral directions; (2) tasks for the student as the listener; (3) tasks for the student as the speaker.

Goal Taps:

Cognitive skills
Concepts
Descriptive Language
Auditory Memory
Giving directions
Cause-effect relationship
Making inferences

GOAL 2

1. The success students have in following oral directions may be influenced by the length of the direction given by the instructor. The length can by varied according to the number of commands (stages) required of the student ("drop the envelope in the box" versus "sign the letter, seal the letter, walk to the corner, drop the envelope in the box"). One stage commands are easier than two stage, etc. Inserting a time delay between the direction and the anticipated time of completion also increases difficulty.

   As the one giving oral directions, teachers should build awareness of their usual delivery style and modify length of directions, according to the needs of the students. Provide success, increase difficulty and use variety by controlling the length of oral directions given to students.

2. In a similar fashion, complexity of oral directions play a role in the success of students in dealing with oral directions. Oral directions can be worded as straight forward commands or as indirect requests. They may be marked with politeness cues and/or may require understanding of various concepts and linguistic relationships of time, order, etc.

   Note the differences between these different types of oral directions. Use a wide variety of forms to insure success, change difficulty, etc.

   Ex: "Do your work."
   "Please do your work."
   "Will you do your work?"
   "You should do your work."

   "If you are a boy, then go to the red door."
   "Before you go to the restroom, wash your hands."
   "Go to the restroom after you wash your hands."
   "When you get to the restaurant, go to the restroom."

3. Provide directions with one step oral commands that involve manipulating the students' body or a real object in space.

   Shift to having the student(s) give directions to others. This can be modified to "Simon Says" game whereby students can only do action if the leader said "Simon says" prior to the directive. Later, use no real objects and pantomine the required actions.

   Ex: "Clap your hands."
   "Drop one in the carton."
   "Stand close together."
   "Rake some leaves."
   "Catch an imaginary ball."

GOAL 2

4. Use longer oral commands in everyday work. Provide two and later three stage oral commands that involve the use of concrete objects. Follow these with more abstract two or three stage commands without the use of objects. Remember to allow the students opportunities to give the directions as well as follow them. Four stage oral commands become the next level of difficulty. If the student has difficulty following through with the second or third part of the command, use cues to stimulate the response. Cues can be relevant questions ("Where do you go next? What should you do now?"), or by physical prompting (helping the child with the action).

Ex:	Teacher:	"Eric, crack the egg and open it."	D
		"Find the milk, take it to the counter and pay for it."	CM
		"Measure the detergent, add it to the washer, and turn on the machine."	D
		"Punch out, go wash your hands, and get in line for lunch."	V
	Student tells another:	"You need to get your coat, put it on, and get on the bus now."	CM

5. Let student(s) give directions to the teacher or other students for a given task. Follow through on the task exactly the way the direction was given, even at the risk of being unable to complete the task as a result of the student's having deleted necessary steps or their addition of irrelevant ones. Talk about the consequences of giving incomplete information.

6. Use "show and tell" experiences as instances in which students can give oral directions to other students regarding an object's function. Use objects brought from home or those used in the class for work within domains.

Ex:	Teacher:	"Today John will tell us how to use the mixer, John?_____."	D
		"Tell us how you play this new game."	R/L
		"Chad this time you explain how we use the drill."	V

7. As a recreational activity, set up an obstacle course and have one student give directions to another as to how they would proceed to successfully complete the course.

Ex: "Step up on the chair, jump onto the floor, follow the footprints, crawl under the table, etc."

GOAL 2

8. Instead of telling the students to go to a specific destination, give them directional steps or commands to follow which would lead them there. Another related activity would use "treasure hunt" clues which necessitate following clues to obtain an end.

   Ex: "Kevin, go out of the classroom, turn right, and go down the hall until you come to the drinking fountain. Turn left and go straight ahead into that classroom."
   "Julie take two steps forward, then take three steps toward the blackboard and bring to me what you find there."

9. Tell the students that you have drawn a picture (made a craft item, completed a paper, etc.) and you would like them to make one just like it but they will not be allowed to look at yours until theirs is completed. They must make theirs by following the step by step instructions that you give them. Later have the student "play teacher" and give the directions to make a picture, item, etc.

   Ex: "I have a picture of an animal. First I want you to draw a long skinny body. Next draw a big head..." R/L
   "Take a large ball of clay. Flatten it. Put a tiny ball in the middle. Let's see if ours match." R/L

10. Have two students or student and teacher sit across from one another at a table with a screen between them. Give them each identical sets of objects which can be arranged in various ways. Have one student or the teacher give the other directions for setting up the objects in a pattern identical to his own. The directions could range from very simple one step spatial relationships to the more complex which might require arranging several objects in a specific design. Tape record the instructions for checking the giving and following of directions.

    Ex: "Put the pencil between the ball and the cup."
    "Now put the cup over the red block. Put the pencil in front of the cup. Place the ball beside the cup."

11. Play a game in which a blindfolded student will find another student by following verbal directions as to how to move around the room. He must move as he is instructed until the child is located. The teacher and student can then reverse roles so the teacher will follow the instructions given by the student. Point out consequences of giving inaccurate or incomplete directions.

    Ex: "Walk forward until you feel the edge of the door. Turn to your left and..."

GOAL 2

12. Try unusual ways of giving oral directions to students. These will demand critical thinking along with giving practice following directions.

Ex: Teacher: "Tony, go to the place where we wash our hands." instead of "Go wash at the sink."
Teacher: "Take this to the room where the secretary types."

13. Revise traditional "written tasks" or play activities so they can be used as tasks that require following oral directions. Dot-to-dot sheets, letter-to-letter sheets, crossword puzzles, treasure or road maps can be used as the teacher has the class complete them by giving the directions aloud.

For practice with giving oral directions, have students verbalize the directions (steps) necessary for the class or the teacher.

Ex: Teacher: "Draw a line from M to N."
"Now everyone draw from B to A."

Student: "Everyone put your biggest piece in first."

Student: "Everyone put an A in the first box."

Student: "Everyone spread peanut butter on the stick of celery. Now put two peanuts and one raisin on that."

Additional suggested activities can also be found in the following areas of the manual:

Goal 1 --Activity 11
Goal 5 --Activities 3, 6, 7
Goal 6 --Activity 8
Goal 8 --Activity 2
Goal 9 --Activity 14

GOAL 3: The student will improve his ability to comprehend and use various question forms.

Of prime importance in the communication process is the exchange of information. Basic to this exchange is the ability to answer and ask questions. Responding to questions requires many processes including discrimination, memory, vocabulary skills, syntax, and the cognitive ability to relate the question to previous experience and knowledge.

Interrogatives requiring "yes-no" responses are generally considered one of the earliest forms that a child learns to answer ("wanna cookie?"). Initially these questions focus around objects or events in the "here and now." ("Does Amanda see the airplane?") And later children learn to respond to questions about themselves ("Are you a boy?"). The difficulty of these kinds of questions is determined more by the "thinking" required to answer the question than by the form of the question itself. In many instances, students must be able to assume another person's viewpoint in order to accurately answer these questions. ("Could he see you?")

Yes/No question forms take a variety of forms. These include (in suggested order of emphasis): Is-Are, Was-Were, *Does-Did, *Can-Could, *Has-Have, *Will-Would, *May-*Might. True-False questions, direct, and indirect requests, may be considered question forms that require additional reasoning.

*WIIG-SEMEL, Language Disabilities in Children and Adolescents, p. 154.

GOAL 3

Activities for this goal include: (1) suggestions for gaining accurate responses to various "yes-no" question types; (2) incorporating questioning in true-false and request forms.

Goal Taps:

Cognitive ability
Auditory memory
Discrimination
Concepts
Syntax
Following directions

GOAL 3

1. Refer to the progression of language activities in Goal 3--"wh" question forms. In a similar fashion, emphasize "yes-no" questions beginning with the easier forms "Is-Are" and progressing toward "May-Might". Begin first by modeling both the question and the answer for the student and work toward formulation of the question by the student. Keep in mind the vocabulary used, the question length, intonation and stress cues, grammatical form, and linguistic content when controlling the complexity of the questions utilized. Have students play both "roles" as one who <u>answers</u> and one who <u>asks</u> questions.

2. Many mentally handicapped students have a tendency to accept what they see and hear without considering the possibility that it may not be true. Therefore it is extremely important to develop in them an awareness that some things they encounter may be false and encourage them to analyze the circumstance which they are in for its factual content. Exposing them to true/false question forms allows them to determine what is correct or incorrect and then make the proper judgment. Make statements and have the student conclude whether they are true or false. And then explain why. You may or may not need to preface the form with "Is it true that..." or "Do we know that..."

   Ex: "When you go swimming you wear tennis shoes." R/L
   "The city bus is always on schedule." CM
   "There will be a time clock at every job site." V

3. Teach students that statements can be transposed into questions by interchanging the subject and the verb. Model the "interchange" and then ask student to do it on his own, so the student gains practice with expressive use of question forms.

   Ex: "We are walking to the park."
   "Are we walking to the park?" R/L

   "Tony is at his job site today."
   "Is Tony at his job site today?" V

   During early stages of teaching question comprehension, the teacher should also use this process since it facilitates accurate responding by giving the student information immediately prior to the question.

GOAL 3

4. When children recognize some nonverbal language cues (Ex: the intonation that signals "teasing", facial expression that may indicate absurdity versus truth) use this device in question queries so that the student can compare, contrast and answer appropriately.

   Ex: With an apple present and appropriate facial expressions and intonation teacher asks, "Is this a car? No, it's too small. Is it an ant? No, it isn't any bug. Is it an apple? (said seriously) Yes! You are so right! It is an apple."
   Here the child may have answered correctly based on intonational cues but this may move him closer to being able to answer the "Is" question accurately.

5. Periodically ask students reasons for or qualifications of their answers to oral questions. The explanation process may foster generalizations, lead to new solutions, and reinforce other language skills.

   Ex: "Should you cross the street without looking first?"
   "Explain why." CM

   "Would you ever scream for help?"
   "Tell us when or why."

6. Occasionally use indirect or direct requests in place of traditional question forms. In an indirect request the underlying request is not specifically stated within the verbal remark, whereas it is stated in a direct request. This encourages the student to use reasoning skills to make the appropriate inference from the statement.

   Ex: "It seems to be getting cold in here." (indirect request)
   Implied is: Close the window.

   "The bus is waiting outside the door." (indirect request)
   Implied is: Get on the bus. CM

   "I hear the timer on the oven." (indirect request)
   Implied is: Take the cake out of the oven. D

   "Please open the door." (direct request)
   "Help me carry this stack." (direct request)

Additional suggested activities can also be found in the following areas of the manual:

Goal 6 --Activity 5
Goal 7 --Activity 12
Goal 8 --Activity 3
Goal 9 --Activity 5
Goal 12 --Activity 9 25

GOAL 4: The student will improve his ability to comprehend and use "wh" question forms.

Another type of interrogative is a "wh" question form. This includes questions that begin with "what, who, where, whose, why, how, when, which." Because students encounter these forms so frequently, "wh" questions were addressed separately from other question forms. Studies of language acquisition in normally developing children suggest a developmental order for "wh" question comprehension. A table showing the acquisition follows this page.

Activities for this goal include: (1) tasks directed toward acquiring appropriate responses to "wh" questions; (2) tasks directed toward practice asking questions.

Goal Taps:

Cognitive ability
Auditory memory
Discrimination
Syntax
Concepts

TEACHING QUESTIONS TO CHILDREN

QUESTION FORM	CONCEPT REPRESENTED	STRUCTURE OF RESPONSE
1. Yes/No 2.0		
2. What + be 2.0*	Identity	Noun
3. What + do 2.6	Action	Verb
4. Where (place) 2.6	Space	Adv., Prep. Phrase
5. Where (direction) 2.6		
6. Who 2.6	Person	Noun, Pronoun
7. Whose 2.6	Possession	Possessive
8. Why 3.0	Cause-effect	Because Phrase
9. How 3.6	Manner-method	Adverb
a. many-few 3.0	Number	
b. much-little 3.6	Quantity	
c. long-short 4.0	Duration	
d. far-near 4.6	Distance	
e. often-soon 5.0	Time	
f. long-short 5.6	Linear	
g. big-small	Size	
10. When 5.6	Time	Adv., tenses Prep. Phrase
11. Which	Selection Multiple Choice	This/that

Table from David E. Yoder, University of Wisconsin--Madison

*Age at which mastery is reached for answers to questions. From Chapman, '76 Children's Answers to wh Questions. In Miller, J. (ed.). Assessing Language Comprehension in Children: Experimental Procedures. Baltimore: University Park Press, in preparation.

GOAL 4

1. Use the developmental order of the acquisition of "wh" questions to guide in your selection of the "wh" forms to be emphasized first. Select the form and ask a question of the student followed by a model of the correct answer. Student should repeat the answer. Begin with concrete referents with answers that are easily visible. Proceed to more abstract question forms once the student shows competency with the earlier acquired forms.

Ex: Teacher: "Where is your coat?" It's on the floor.
"Now where is your coat?"
Student: "On the floor."
Teacher: "Good. I liked the way you answered that question."

2. Once the student has a general receptive understanding of "wh" questions, contrast the different forms; emphasizing the amount of information that can be gained through question language. Present material varying in length from a sentence to a paragraph or story. Have the student respond with appropriate answers.

Ex: Teacher: "Jane, the red and white blouse you finished in sewing class yesterday is in the cabinet." D
Who made the blouse?
What color was it?
When did Jane finish it?
Where is the blouse?
Teacher: "Let's talk about bathing. When do we take a bath? Why do we take a bath? Where do we take a bath? How do we take a bath?"

3. Ask the students a question, then supply them with two or more answers, only one of which would be an answer to the particular question form used. Tell the student to select the appropriate answer. A much more difficult version of this activity would be to have them ask a question to which the previously inaccurate response would be the answer.

Ex: Teacher: "Joey, where did Suzy go?...'to the lunchroom' or 'after lunch'?"
Joey: "To the lunchroom."
Teacher: "What could I have have asked you, Joey, that you might have aswered 'after lunch'?"
Joey: "When do we do dishes?"

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GOAL 4

4. As a "questioner," one can control other factors besides the type of "wh" question form used. The vocabulary, question length, intonation and stress cues, use of object or picture referents may be manipulated within the question. Take advantage of this fact when using "wh" questions.

   Ex: "What ticks?" may be answered less easily than "What ticks, is on a wrist, and helps us?"

5. During any activity have a "question time" in which the student is encouraged to ask and formulate questions.

   Ex: Teacher: "Who can ask me something about this?"
   "Someone else ask more questions."
   "What else would you like to know?"

6. Reinforce the spontaneous "wh" question forms used by the students. Teachers may choose to write them down for "posting," using "good thinker awards," etc. to encourage this thinking process.

7. Purposefully set up situations within classroom, when out in the community, or at play that will require the student to ask questions. Set up these instances so a variety of question forms are used(how, when, who, etc.) and so they are used as different functions as in requests for actions, objects, information, permission, or clarification.

   Ex:
   Action: Tell student to open a door that is locked. He must request help.
   Objects: Place ingredients to make pudding out of child's reach so he must ask for them.
   Information: Give the students a game to play to which they have no rules. They must ask for directions.
   Permission: Tell the student he can go after he asks permission.
   Clarification: Tell the student to get on a bus without telling him which one to get on.

GOAL 4

8. Give the students an answer to which they must formulate an appropriate "wh" question.

Ex: Teacher: "It's 12:00."
Student: "What time is it?"

Teacher: "The answer is 'on the bus'. What is the question?"
Student: "Where is Julie?"

9. Be aware that the complexity of "wh" question forms can be varied by the linguistic content, directness of the form, or nature of the "grammar" (syntax) involved. For example, these different question forms would be more difficult to process:

Ex: "Was the car driven by the girl?" (passive form)
"Wasn't the boy bitten by the dog?" (negative passive)
"When will you _____?" (predicting into the future)
"What would you do if _____?"(situational question)
"Tell me how to _____." (embedded "wh" form)
"Tell me where you _____." (embedded "wh" form)

Additional suggested activities can also be found in the following areas of the manual:

Goal 6 --Activity 5
Goal 9 --Activities 5, 6
Goal 14 --Activity 6
Goal 17 --Activities 22, 24, 25

GOAL 5: The student will improve his auditory memory skills.

Auditory memory is commonly referred to as the ability to remember things that have been heard. After auditory information is received it is passed into short term memory where it is thought to be stored for about 30 seconds or less unless it is rehearsed. The information may be used immediately or it may move into long term memory. At this point the information is compared and related to something already known and the new information may become permanent. Thus, with good memory skills people are better able to process verbal language, recognize and compare content, add information to previous knowledge of their surroundings and respond appropriately.

Activities included for this goal are: (1) strategies to improve memory skills (labeling, chunking, rehearsal, imagery, association); (2) ideas for motivating practice sessions that are designed to improve memory.

Goal Taps:

Cognitive skills
Classification
Categorization
Following directions
Descriptive language
Sequencing
Question language
Sentence elaboration

GOAL 5

1. Labeling involves giving a name to a visual image, feeling, idea, etc. It is related to memory in that it is much easier to remember something if it has a name. Basically labeling provides students with the vocabulary necessary to relate successfully to the situation and people with which they come in contact. To use labeling as a strategy, require the students to say aloud new words they encounter. Labeling "helps" would include manual signs, objects, pictures, photographs, etc. Utilize this technique when you see something new on a field trip, have something different to eat, encounter new job skills, etc.

2. Auditory memory is facilitated through the rehearsal or practice of the materials to be remembered. The quantity of information involved and the amount of time required before it is stored in the long term memory is directly related to the number of times it has been rehearsed by the student. The order in which this strategy has been the most effective is as follows:

   --Have the student say the information aloud.
   --Tell the student to whisper the information.
   --Tell him to rehearse the items silently while forming articulatory movements.
   --Finally have him practice the material silently in his mind.

   If the child has difficulty with one step, move back until he experiences success at remembering what has been presented to him.

   The rehearsal schedule can either enhance or inhibit the child's ability to remember it. For example, asking the child to rehearse the materials during several short sessions throughout the day would be much more effective than one long session. The new material should be mass practiced initially with several sessions close together containing a great deal of review. As the student learns the material, the time between practice sessions can be extended. This strategy would be useful when giving directions, remembering items necessary to complete a task, learning a telephone number, etc.

GOAL 5

3. Individuals have a limit to the capacity of information that can be stored in short term memory. Therefore it is helpful to group the material into smaller, more functional units to help extend the memory. This strategy is referred to as chunking. For example in memorizing a telephone number, present numbers to the student in groups of two or three so that rather than being asked to remember "seven" numbers, he is only required to learn "three" groups of two or three. The same techniques would apply to remembering items necessary to complete a task or follow directions.

   Ex: Teach the five items to be remembered in groups:
   plate and glass
   knife, fork, and spoon

   Teacher: Give it to (Brad, Emilie), (Aaron, Kenny, and Bill).

4. Association is a strategy proven to be useful in facilitating memory. Dividing those items to be remembered into meaningful categories helps make the material more relevant and meaningful: "associating" previous knowledge with something new.

   Ex: "Remember to put the soap and softener in the cupboard. Put the pants, shirts, underwear in the drawer."

5. The process of forming mental images of that which is to be remembered is a strategy to enhance memory. Imagery aids by giving the student a visual cue to refer to when attempting to recall information. Use imagery exercises related to the domains. These take the form of providing the setting or context and "imagining" the content, sequence, actions, location, etc. With repeated practice, the students should remember more items, details, and use more elaboration.

   Ex: "Close your eyes and pretend we are at Hy-Vee. We are walking down the aisles. What do we see?"
   "Pretend we are at the laundromat. What do we see? What are people doing?"
   "What were you working on in the workshop today? Describe what you saw when you walked in..."
   After returning from lunch. "Who can remember what we ate today? Remember to 'paint a little picture of your tray in your head and describe it to us'."

6. As a speaker giving information to be remembered, you can change the salience of the input. These factors change the ease with which a given piece of information may be remembered: the meaning the input has for the students (Button your coat versus fasten your toggle clasp), the form of the input (complex sentence versus simple sentence), the addition of cues (pictures, objects), demonstrations, or immediate practice following auditory input.

GOAL 5

7. When giving directions, use a "direction recall" task. Ask the child to repeat the oral direction verbatim. Change the difficulty by varying: (1) the length of the direction; (2) the time delay between when the direction is said and the child repeats it; (3) the stress and intonation patterns used in the directions.

8. To practice auditory memory skills, some would advocate the repetition of digits, word strings, sentences, or paragraphs of increasing length in "sit down" practice sessions. While this may improve memory capability, the relevance and generalization of these tasks may be questioned. Instead it would seem more appropriate to use practice with increasingly longer auditory "strings" within classroom activities. Require oral repetition of rote content material and vary the amount you expect students to remember and repeat. Begin with one or two numbers, words, or sentences and increase the number expected.

   Utilize this idea when practicing counting, telephone or address information, naming objects needed for a task, retelling vocabulary or ideas from stories, listing important points, telling daily schedules, etc.

   Ex: Teacher: "Name three ingredients I just read." D
   "Your phone number is 2-3145. You say it after me 2-31__." D

   Teacher: "Tom, repeat what I just said for the class."
   Tom: "Bounce the ball three times." R/L

   Teacher: "Stacy, you say what the manager just told us." CM

9. When reading aloud (reading fiction or nonfiction stories, directions, signs in the community, film strip headings, etc.) vary the amount of material read before pausing for comprehension or asking a question. Initially provide little material (only a few words or sentences) before discussing it. As memory skills improve, increase the amount of material read before pausing for questions or discussion.

GOAL 5

10. Demonstrate and encourage students to use visual and tactile cueing to assist recall of information. For example when listing three events to be accomplished, count on three separate fingers as each one is named. Use picture cues laid in sequence to assist recall.

Ex: As teacher holds up two fingers, she says, "Rita, you need to fold the napkins and carry them to the shelf. What two things do you need to do?"

Teacher shows one finger. Rita names "Fold napkins."
Teacher shows second finger. Rita says "Take them to the shelf." D

11. Whenever possible, use a "progressive memory game." One teacher or student begins by naming an item. The next student repeats the item named by the teacher, adds another. The third student repeats their sequence, adds another, etc. These can be varied to suit many activities.

Ex: Teacher: "Let's remember things we saw at the park today. I remember I saw a slide."
Bobby: "I saw a slide and swings."
Tina: "I saw a slide, swings, and a dog."
Jason: "I saw a slide, swings, a dog, and picnic tables."

Teacher: "What did we eat for lunch today." Progression→
"What should we take shopping with us?" Progression→
"What do we need to do before we go to_____?" Progression→
"What did we do after we got off the bus at_____?" Progression→

Additional suggested activities can also be found in the following areas of the manual:

Goal 1 --Activity 12
Goal 2 --Activities 1, 4
Goal 6 --Activity 6
Goal 7 --Activities 6, 7
Goal 15 --Activity 13
Goal 17 --Activities 11, 13, 15, 17

GOAL 6: The student will increase his knowledge of personal traits and survival data and utilize that information functionally in his environment.

One of the most important parts of language content is that which describes the student himself. The ability to use information about self provides safeguards for the students, assists social development as common interests are discovered, and allows the child to recognize his unique identity. Pertinent information can include basic survival data (name, telephone number, address, etc.), as well as additional personal traits about the student and his environment.

Activities for this goal include those which emphasize: (1) knowledge and use of factual information about one's self; (2) expanding knowledge about self (both physically and emotionally); (3) expanding knowledge about significant others in the home, school, etc.

Goal Taps:

Pragmatic skills
Descriptive language (adjectives)
Memory
Syntax
Listening
Cause and effect
Predicting outcome

GOAL 6

1. Prior to asking questions about personal data, teachers may do some direct teaching using immediate imitation, and delayed imitation so student learns content to be required.

   Ex: Teacher: "You live at 215 Westwood."
   "Say 215 Westwood."

2. It is important that the teacher verbally share some personal data and information, likes, dislikes, or whatever is being stressed in discussion. This provides a model of what's expected for the students.

   Ex: Teacher: "I really enjoy cooking. Last night I made a pizza and baked it at home."

3. It is helpful to verbalize important traits about the students throughout daily activities.

   Ex: Teacher notes: "We're close to Main Street."
   "Sarah lives on Main Street."

   "You really like to do paint-by-number pictures, Thad."

4. Teacher can use identification tasks whereby students recognize which information pertains to them. Use verbal and/or written channels as appropriate for each student.

   Ex: "I'm thinking of a girl with blonde hair who is 17 and lives in Wapello. Who could it be?"
   "Is your address 1701 Amelia or 1615 South 12th?"
   "Are you a girl or a boy?"

5. Use a variety of prompts to practice having student's give expressive responses about personal data.

   Ex: Use a "wh" question form. "What is your _____?"
   "Who lives at _____?"
   Use a "Tell us your _____."
   Use a sentence completion forms. "Tony's phone number is _____."

GOAL 6

6. Put photograph of children and adults in the class on individual cards. Select the content to be emphasized such as telephone number, favorite food, address, etc. Place individual information on back side of card. Add more information as each student masters the use of the data. Later, photographs of others encountered while at school can be added. In a game format, a student or a teacher can select one photograph and ask the student to remember information that is on the back. A different version has the teacher lay photographs face down, read the information on the back and ask students to guess which classmate it describes. The photographs can be also categorized according to students with similar hometowns, ages, interests, etc.

7. Have children practice introducing classmates to each other and significant others in his environment, using pertinent characteristics he has learned about them.

   Ex: "This is my friend Johnny. He likes to go swimming."
   "My friend's name is Amy. We are both 17."

8. Be innovative with approaches to practice on personal data.

   Ex: Play reporter. One child interviews another and reports to class.
   Child tells story about self.
   Pass things out, have students line up, be helper or respond according to a clue given by the teacher.
   "Whoever lives on Main Street can line up at the door."
   "Whoever has a phone number of 3-1613 can pick up the trays."
   "Those of you who ride bus 38, go to the restroom now."
   "If you are a boy, live in Burlington and have a brother named David, you may _____."

9. As various emotions are experienced by students in the classroom, talk about them and the possible reasons for those feelings.

   Ex: If students are frightened when they first begin swimming, talk about words relating to <u>fear</u> (afraid, frightened, scary, nervous). Relate the words to other situations in which they may feel the same way. R/L

GOAL 6

10. When students have developed a core vocabulary of feeling words, create mock situations in which the student role plays different emotions.

    Ex: Student shoves another student on the bus. (anger)
    Student loses something of great value to him. (disappointment, sadness)

11. Ask student to relate how they would feel in different situations.

    Ex: "If you disobey a rule, how do you feel?" (ashamed)
    "If you win a game, how do you feel?" (happy, glad, excited, great)

R/L

12. It may be helpful to design a personal information card for each student containing basic survival data. Have him utilize it when encountering both familiar and unfamiliar individuals in various situations, real or contrived.

    Ex: Present it to a policeman if he is lost.
    Present it to a new bus driver.

Additional suggested activities may also be found in the following areas of the manual:

Goal 13 --Activities 3, 4

GOAL 7: <u>The student will improve his use of descriptive language.</u>

Effective communication requires the ability to recognize and describe objects, one's surroundings, events and ideas with precision and flexibility. The accurate use of descriptive language allows a person to accomplish this end.

As vocabulary growth takes place the meanings for the words appear to be assimilated according to features. The recognition and relationships between word meanings (ex: synonymy--having similar meanings, antonymy--having opposite meanings, inclusion in "classes") may be an important factor in learning and organized thinking. Emphasizing descriptive skills appears to be an important language goal.

Activities for this goal include: (1) Recognizing and using adjectives and adverbs; (2) Descriptive language in identification tasks; (3) Use of opposite forms; (4) Comparing items according to attributes; (5) Use of compound words.

<u>Goal Taps:</u>

Cognitive skills
Categorization
Definitions
Verbs
Use of wh questions
Sequencing
Following directions
Pragmatics

GOAL 7

1. Teacher models incomplete sentence and asks student to fill in missing adjective or adverb during context of an activity or as a "game."

   Ex: Teacher: "That bus is very _____." CM
   "The saw feels very _____." V
   "When the oven is on "broil" it is very _____."D
   "Janet kicked the soccer ball _____." R/L

2. Place an object name or action word along with a picture of it on a sheet and post in room. Periodically see how many adjectives or adverbs students can use to describe it.

   Ex: Picture of a "Big Mac." Students think of "hot, juicy, expensive, meat, etc." D
   Picture of a bowling alley. Students may think of "noisy, fun, indoors, sport, game, warm." R/L

3. Pantomime action verbs illustrating various adverbs.

   Ex: The boy is running fast. R/L
   Walk quietly. CM

4. Teacher asks students to "give examples" of and names an adjective or adverb.

   Ex: Give examples of "something sour." D
   Give examples of "something washable." D
   Give examples of "fast things." CM

5. Teacher has cards with easy topics written on them or names an object in the room or word pertaining to a task. Students must brainstorm descriptors that fit.

   Ex: Teacher: "Today's weather." Students list "cloudy, dreary, cold, grey."
   Teacher: "Popcorn." Students list "hot, salty, puffy." D
   Teacher: "Music." Students list "jazz, rock and roll." P
   Teacher: "Let's describe our bus." Students say "bumpy, noisy, yellow." CM

GOAL 7

6. The teacher puts all the items necessary for a task on the table or in a bag and describes one. The student tells what has been described. Change roles and have student describe the object. A "Feely" bag or box may be used.

   Ex: Teacher lays grooming items on table. Teacher says, "I want the item that has bristles, is used on your hair, is blue, etc. (Hairbrush) D

7. The teacher or student describes an object or event and the student guesses the answer.

   Ex: "It is round. It has numbers on it. It tells time. It is smaller than a desk. It is smooth." (Clock) V

   The number of clues will be determined by complexity desired. A more difficult task would be to include a negative statement such as, "It is long, but not heavy."

   In another version of this, the student should give clues as other students guess the desired object.

8. Teacher asks student to "Describe" an abstract idea or concept.

   Ex: "Describe our lunchroom at school." D
   "Describe how K-Mart looks." CM
   "Describe the inside of a bus." CM
   "Describe a vegetable without telling it's name." D

9. In conjunction with "units" taught, organize lists of descriptive emotion, senses, verb, adverb, adjective words, or opposite pairs that relate to content covered.

   Ex: When discussing the human body, discuss opposites such as "up-down (arms) strong-weak, laugh-cry." Discuss emotions such as "happy-sad, brave-scared, sick-well, young-old." D

10. Draw attention to synonyms whenever they can be pointed out or build synonym exercises based on curricular content.

    Ex: Teacher reads the directions and stops to ask, "Beverage means the same as _____." D

GOAL 7

11. The teacher will ask the student to give the relationship between two items, either the same or opposite. Teacher may give item and have student name opposite or give a synonym for the word.

Ex: Hot--cold (Opposite) D
Present--gift (Same) R/L
Buy--sell (Opposite) D
Sick--ill (Same) D

12. The teacher uses the "How" question form to elicit comparative analysis from student.

Ex: "How is paper clip different from a staple?" V
"How is a traffic light different from a stop sign?" CM
"How is a baseball different from a basketball?" R/L

13. The teacher calls attention to various comparative and superlative adjective forms where appropriate.

Ex: Your pencil is longer than mine. V
I am older than you. D
This dish is the dirtiest. D

14. In dealing with two items, the teacher will ask questions comparing a range of characteristics.

Ex: Glass bowl and metal pan
Which one do we mix ingredients in? (Bowl)
Which one would we bake a cake in? (Pan)
Which one is made of glass? (Bowl) D
House rent and salary
Which one is an income? (Salary)
Which one is earned? (Salary)

15. While engaging in various activities, the teacher will use and call attention to various comparative phrases.

Ex: Teacher sees student is busy. Teacher says, "You are 'as busy as a bee'." V
Teacher says, "Let's see if you can do this 'as quick as a wink'."

GOAL 7

16. Give the student several words all of which pertain to a specific attribute (size, shape, feelings, quantity, time, appearance, taste, sound). Have the students sequence them in a logical order.

Ex: While at the laundry center, talk about temperature words and order them.
Cold, cool, lukewarm, hot D
When writing alphabet letters or dealing with quantities in cooking, discuss size variants.
Tiny, small, middle sized, big, huge D
Discuss gradients of "feelings."
Afraid, worried, uptight, brave, confident D

17. Play a following directions game using words which are opposite in meaning.

Ex: Turn the light on. Turn the light off. D
Open the door. Close the door. D
Run fast. Run slow. R/L

18. Teacher asks student to complete a sentence with the opposite of a previously modeled sentence.

Ex: "Coffee is hot. Coffee is not (cold)." D
"A sponge is soft. A sponge is not (hard)." V
"This puzzle is hard. It is not (easy)." R/L

19. Encourage the students to recognize the relationships between parts of compound words as they occur in everyday work.

Ex:

shoelace	D	typewriter	V
bluejeans	D	swimsuit	D
workbench	V	stoplight	CM
mailman	V	paycheck	V

A more difficult compound word task: Teacher presents half of a word and student adds another word to it to form compound word.

Ex: Teacher: What words could we make with the word hair? (Hairbrush, hairpin, haircut) D

A complete list of compound words organized according to domain appears in this section. Obviously, not all words are appropriate and teachers will need to choose those applicable.

GOAL 7

Additional suggested activities may also be found in the following areas of the manual:

Goal 2 --Activity 9
Goal 4 --Activity 4
Goal 6 --Activities 4, 8, 9, 10, 11
Goal 13 --Activity 6
Goal 17 --Activities 6, 8

Compound Words

Domestic

Things dealing with food, clothing, hygiene, cleaning, body, household, cooking et cetera.

airbrush
airraid
airtight
applesauce
ashcan
backbone
backrub
bankbook
bathrobe
bathroom
bathtub
bedroom
bedside
bedspread
bedtime
bellbottom
billfold
birthplace
birthday
blueberry
bookbag
bookbinder
bookcase
bookend
bookmark
bookrack
bookshelf
breadbox
breakfast
bridegroom
buckwheat
cakepan
candlestick
cardboard
carport
checkbook
collarbone
crybaby
cufflink
cupboard
cupcake
daylight
dishpan
dishcloth
dishwasher
doghouse
doorbell
doorknob
doorstep
doorstop
doorway
downstairs
driveway
drumstick
dustpan
earache
eardrum
earmuff
earphone
earring
eggnog
eggplant
eggshell
eyeball
eyebrow
eyeglass
eyelash
eyelid
farsighted
fingernail
fingerprint
firebox
fireplace
fireproof
fireside
firewood
fishbowl
flashlight
flowerpot
flypaper
footprint
footrest
footstep
footstool
forefather
forehead
fruitcake
gentleman
godfather
godmother
goldfish
grandchild
grandfather
grandmother
grandson
grapefruit
grapevine
gumdrop
hairbrush
haircut
hairline
hairpiece
hairpin
hallway
handbag
handwork
handwriting
hatrack
headache
headboard
headless
headline
headphone
headrest
headstrong
heartbeat
henhouse
highchair
homecoming
homeland
homemade
homeroom
homesick
hot dog
hourglass
housedog
instep
keychain
keyboard
keyhole
lampshade
lawnmower
letdown
lifelike
lifesize
lifetime
lightbulb
lightyear
lookout
lunchtime
mailbox
makeup
matchbook
meatloaf
midnight
mixup
nameless
nearby
necklace
nightcap
nightfall
nightgown
nightmare
nightshirt
nosebleed
nosegay
notebook
nutcracker
nutshell
oatmeal
oilcan
overcoat
overdose
overflow
overgrow
overhear
overlook
overshoe
oversleep
overweight
outhouse
pancake
pantleg
paperback
paperweight
pickup
playroom
popcorn
postcard
postmark
raincoat
raindrop
rainfall
rainstorm
rainwater
redhead
roommate
rosebud
rosebush
sandman
second-hand
shoebag
shoehorn
shoelace
shoeskates
shoestring

Compound Words

Domestic
(cont.)

sickbed
snowstorm
soupbone
spareribb
stepfather
stepladder
stepson
stomachache
sweatshirt
tablecloth
teacup
teaspoon
teenage
Thanksgiving
tiptoe
toothache
toothbrush
toothpaste
topcoat
tophat
underarm
underclothes
underfoot
underground
undershirt
underwear
underweight
uproot
upstairs
waistband
waistline
wallpaper
wastebasket
watermelon
waterproof
waterspout
watertight
wheelchair
widespread
windbag
windpipe
yardstick
yearbook

Compound Words

Community Mobility

Things dealing with getting around in the community (bus, car, walking, et cetera)
Things in community places (stores, shopping, et cetera).

airborne
aircraft
airmail
airplane
airport
airship
airway
backfire
blowout
boardwalk
boatload
bookstore
boxcar
carfare
carload
carseat
carsick
checkout
checkroom
cloudburst
cornerstone
countdown
countryside
crossroad
daybreak
downpour
drugstore
duststorm
earthquake
eyesore
farmhouse
fireplug
flagpole
foothill
foothold
footpath
forecast
freeway
grandstand
graveyard
greenhouse
handbill
handout
handshake
hatcheck
haystack
headlight
headstone
highway
hilltop
hometown
keystone
lamppost
landmark
liftoff
lunchroom
lumberyard
mainland
motorcycle
mountaintop
nosecone
overbid
overcharge
overpass
outcast
railroad
roundhouse
runway
scarecrow
seaport
seatcover
seawater
shipwreck
shipyard
shoestore
shortcut
sidewalk
skyline
skyscraper
smokestack
snowdrift
snowplow
spacecraft
spaceship
splashdown
steamship
stoplight
streetcar
suitcase
supermarket
tombstone
underpass
warehouse
warship
watershed
weathervane
windmill

Compound Words

Rec/Leisure

Things dealing with fun and free time (games, hobbies, et cetera)

afternoon
anteater
backfield
backhand
backpack
backstop
backstroke
backwash
backwoods
bagpipe
ballgame
ballpark
ballplayer
ballroom
bareback
barefoot
baseball
basketball
batboy
birdhouse
blackbird
bluebird
bluefish
bluenose
boathouse
bookmobile
bookworm
buckeye
buckshot
buckskin
bulldog
bullfight
bullfinch
bullfrog
bullseye
butterfly
campfire
carefree
catfish
chairlift
checkmate
churchmouse
cowbell
crossword
daydream
dogsled
downhill
downstream
dugout
evergreen
fairground
featherweight
firecracker
firefly
fireworks
fisherman
fishhook
fishnet
fishpond
football
forehand
freestyle
fullback
goalkeeper
goalpost
golfcart
grasshopper
groundhog
gunfire
gunpowder
gunrack
gun-shy
halfback
halftime
handball
handspring
headdress
headhunter
headgear
heavyweight
homeplate
homerun
homestretch
horseback
horsehair
horserace
horseshoe
houseboat
hummingbird
iceberg
iceskate
inchworm
indoors
infield
jellyfish
jumprope
Junebug
kettledrum
keynote
kickoff
knockout
ladybug
lawnchair
lifeboat
lifeguard
lifesaver
lighthouse
lightweight
lineman
lovebird
masterpiece
mockingbird
moonbeam
moonlight
moonlit
moonshine
moonstruck
mouthpiece
nosedive
noseguard
noseplugs
offside
overhand
overthrow
overtime
outdoor
outfield
pigskin
pinecone
pinwheel
playground
playmate
prizefighter
pushover
quicksand
racehorse
rainbow
reindeer
ringmaster
riverboat
rowboat
sailboat
sandbag
sandbox
sandtrap
schoolyard
scoreboard
seagull
seahorse
seaplane
seashell
seaweed
sellout
setup
shortstop
shotgun
shuffleboard
sideshow
singalong
skateboard
skilift
snowball
snowflake
snowman
snowmobile
softball
speedboat
starfish
starlight
stopwatch
storybook
summertime
sunburn
sundial
sundown
sunfish
sunflower
sunlight
sunrise
sunset
sunshine
sunspot
surfboard
swordfish
takeoff
thunderstorm
tightrope
toadstool
touchdown
townhouse
treehouse
underhand
undersea
walkover
waterbed
watercolor
waterfall
waterski
weekend
weightless
whirlpool
whirlwind
windsock
windstorm
woodpecker
vineyard
yardarm
yellowjacket
zookeeper

Compound Words

Vocational

Things dealing with work, jobs people do, work sites, et cetera.

aircool
anybody
anything
babysit
backdrop
background
backstage
bagboy
barnyard
beehive
billboard
bookkeeper
bookmaker
bookseller
brainstorm
bricklayer
bulldozer
bunkhouse
caretaker
chairman
chalkboard
classroom
closeup
copyright
cornfield
courtroom
cowboy
cowpolk
daredevil
darkroom
deadline
doorman
dressmaker
everything
eyewitness
facemask
farmhand
farmyard
firebug
firefighter
fireman
footlights
footman
footnote
footwork
guidebook
handbook
handcuff
headmaster
headquarters
headwaiter
homemaker
homework
landowner
lawbreaker
layoff
mailman
manhole
mankind
manpower
mapmaker
newsletter
newspaper
newsroom
newsstand
overhead
overseas
oversee
paperboy
papergirl
paycheck
pitchfork
policeman
printout
proofread
roundup
salesman
salesperson
sandblast
sandpaper
sawdust
sawmill
schoolboy
schoolhouse
schoolmate
schoolroom
screenplay
shipboard
shipman
shipmate
shoemaker
shoeshine
shorthand
songwriter
spaceman
spacesuit
spotlight
stagehand
standin
tenderfoot
textbook
timeclock
trademark
turnkey
typewriter
underbid
undercharge
undercover
undergraduate
underpay
undertaker
underwrite
upstage
watermark

GOAL 8: The student will improve his understanding and use of quantity, spatial and temporal relationships.

One subset of descriptors includes what are often referred to more specifically as "concept words." These include words that relate one object or idea to another in quantitative, spatial, temporal, or other terms. These "concept" vocabulary items are used frequently in all aspects of language including reading and writing skills, following and giving directions, and for general descriptions. The accurate use of these specific vocabulary items is of prime importance for success relating to one's environment.

Activities for this goal can be applied to the sample list of commonly used "concepts" appearing on the following pages.

Goal Taps:

Cognitive skills
Listening
Following directions
Memory
Comparisons
Sequencing
Syntax

Developmental Acquisition of Core Concept Vocabulary

Approximate CA Levels (yrs-mo)	Concepts			
	Position/Location	Quantity	Time/Sequence	Quality/Condition
2-0 to 2-6	in off	one		not cold dirty clean happy sad
2-6 to 3-0	on under out of together away from	big tall all none		soft heavy
3-0 to 3-6	up top apart toward	empty		hard fast same
3-6 to 4-0	around in front of high in back of next to	little full more less two three four		light slow different pretty ugly noisy quiet
4-0 to 4-6	beside bottom backward forward between below inside middle outside through near far center corner right left separated after in order first	fat thin skinny short long wide narrow most least		rough smooth dark light warm cool

Adapted from: Planning Individualized Speech and Language Intervention Programs, Nickola Wolf Nelson.
Language Remediation and Expansion - 100 Skill Building Reference Lists, Catherine S. Bush.

Approximate CA Levels (yrs-mo)	Concepts			
	Position/Location	Quantity	Time/Sequence	Quality/Condition
4-6 to 5-0	down low			
5-0 to 5-6	behind ahead of first last	many five		
5-6 to 6-0		few whole half every each several almost as many a couple a pair zero same size equal a lot		
6-0 to 6-6	second third last			
6-6 and above				
Age of acquisition undetermined	above over underneath overhead by against close to to from here there at facing front back ahead sideways	different from as many as as few as as much as as little as alike some part not many both enough too much medium sized heavy light thick big	today tomorrow yesterday morning afternoon now later soon before after beginning end early late always never day	straight crooked open closed old new with without turn off turn on orange purple red yellow green blue black

Approximate CA Levels (yrs-mo)	Concepts			
	Position/Location	Quantity	Time/Sequence	Quality/ Condition
Age of acquisition undetermined (cont.)	before out inside out into on top of upside down sides side of across in a row beginning end	bigger biggest small middle sized large some more most unequal same as	noon night week month year this next last minute hour first sometimes often almost second third middle finish young old slow fast	white brown line circle square triangle rectangle diamond cross like alike match good better best bad worse worst flat take away from skip doesn't have

GOAL 8

1. Give repeated oral emphasis to increase receptive knowledge of concept. The teacher should emphasize the target concept frequently during the day's activities.

   Ex: "Would you like more juice?" D
   "Do you need more money to buy a ticket for the movie?" R/L

2. Play a Simon Says type game having the students follow directions containing various concepts. This would be an example of a receptive skill.

   Ex: Simon Says: "Put your hand on your head."
   "Sit on the chair."
   "Stand behind the door."

   The degree of difficulty could be increased by having one student be the leader and give directions (expressive skill). Another child can be asked to serve as a reporter--naming what he sees the students doing (another expressive task).

3. While engaging in a domain specific activity, the teacher should ask the student yes/no questions relating to the concept being emphasized.

   Ex: Temporal: "Did we put the sugar in before the flour?" D
   Quantitative: "Do you have enough money to ride the bus?" CM
   Spatial: "Are the scissors under the paper?" V

4. When appropriate, let the child physically experience the concept being emphasized.

   Ex: "You will be first to leave the bus." CM
   "Sit down on the floor." D
   "Put your whole body under the water." R/L
   "Move away from the curb." CM

5. Ask the student to initate a model of the targeted concept given by the teacher.

   Ex: Teacher: "The "B" goes at the beginning of your name. Where does it go?" V
   Student: "At the beginning."
   Teacher: "The ring is at the bottom of the pool. Where is it?"
   Student: "At the bottom of the pool." R/L

GOAL 8

6. The student should make a verbal response when given choice between two concepts.

Ex: Teacher: "Is the spoon in the bowl or under the bowl?"
Student: "In the bowl." D
Teacher: "Did your team have more points or fewer points than ours?"
Student: "More." R/L

7. The teacher points to one object during an activity and asks student to describe relationship displayed, hoping the target concept is expressed spontaneously.

Ex: Teacher: "Where is the baseball?"
Student: "In the closet." R/L
Teacher: "Tell me about those mittens."
Student: "They match." D

8. Have the student give the relationship between multiple items without being given a verbal model by the teacher.

Ex: bowl and spoon "The spoon is in the bowl." D
knife, fork, spoon "The fork is between the knife and the spoon." D
flour and sugar "We used more flour than sugar in the cake." D

9. During an activity draw the student's attention to the negative form of a specific concept in the concept being covered. Encourage the student to use these relational terms in his output.

Ex: more cookies--no more cookies D
sometimes go--never go V
someone is on the bus--no one is on the bus CM
someone there--no one there CM

10. Encourage the child to look at objects and situations from different perspectives. The task would be easier with objects present in front of the student. A more difficult task would be to ask the child to think in more abstract terms.

Ex: The box is on the floor but it is also under the table. V
You get dressed in the morning after you wake up but before you come to school. D
K-Mart is near McDonalds but far from school. CM

GOAL 8

Additional suggested activities may be found in the following areas of the manual:

Goal 2 --Activities 7, 8, 10, 11, 13
Goal 4 --Activities 1, 2
Goal 7 --Activities 17, 18
Goal 11 --Activity 6
Goal 12 --Activity 7
Goal 15 --Activity 3

GOAL 9: The student will improve his use of one and two word utterances.

The teaching of first words has generally involved presenting common objects and attempting to develop comprehension of what they are ("Select the _____" or "Show me the _____") followed by emphasis on production of the object name. In other words, most educators teach children to name objects to acquire names of vocabulary items. However, at the one word level (considered to be presyntactic) naming is only a small part of the notion of "using first words." Actually words used most often and consistently at the "one word" level are not object names. Instead the single words express ideas about the environment. Form is actually related to content at this early level. The child uses single words to show what he is learning about the world. For example, he learns that people, objects, and events exist, disappear and reappear; and that objects and people can be acted on and are located in space. These notions of the world supply the content and meaning of the first utterances which are in the form of single words. A sample list showing the earliest semantic (meaning) relations or functions of one word utterances follows this goal. These categories are found in the speech of normally developing young children and are common to adult language. (Lahey and Bloom, 1977).

GOAL 9

Research indicates children learn approximately 35-50 words before beginning to join two words together. The elaboration of form that occurs in two word utterances expresses the same "notions." The normally developing child does not simply join together any two words that he has heard expressed together in the language of other people. Rather the child's earliest "sentences" (two word utterances) are about agents, actions they perform, objects on which they act or locations of other people or objects. The child talks about what he experiences and since his vocabulary is yet limited, the same number of words are used repeatedly for varying intentions. Identical forms may convey different functions (Simon, 1981).

Basically, the child's utterances are syntactic (related to grammatical "rules") though different than adult forms. These "structural meanings" (most commonly occurring relationships between two word utterance types) are found on a page following this goal. The context in which two word utterances are used must often be examined in order to determine the intended meaning. Often an adult, or listener, must supply the interpretation. Already the relationship between the form and the communicative intent or function exists.

GOAL 9

Activities for this goal include: (1) suggested techniques to facilitate initial vocabulary selection; (2) ideas for expanding the one word level; (3) strategies for expanding comprehension and production of two word utterances.

Goal Taps:

Cognitive skills
Memory skills
Use of descriptors
Pragmatic skills
Following directions
Wh-question forms

One Word Utterances
(Form and Function)

Content Category	Form		
	Relational Words Refers to a relationship (verbs, adjectives, prepositions)		Substantive Words Refers to particular objects (person, place, names, categories)
	Relational words that are not object specific	Relational words that are more specific to objects but still relate to many objects	
Rejection(to protest undesired action or comment on forbidden object)	no		
Nonexistence(to comment on nonexistence where existence had been expected)	no, all gone		
Disappearance(to comment on the disappearance of object which had existed in content)	away, all gone		
Cessation of action (to comment on the cessation of an activity)	stop, no		
Prohibition of action	no		
Recurrence of objects and actions on objects(first to request and later to comment on the recurrence of an activity or object)	more, again another		
Noting the existence of or identifying objects, people, or animals(to point out objects)	this, there that		Mama, Daddy, doggie, baby, sock
Actions on objects (to request action)		give, do, make, get throw, eat, wash, kiss	

One Word Utterances
(Form and Function)
(cont.)

Content Category	Form		
	Relational Words Refers to a relationship (verbs, adjectives, prepositions)		Substantive Words Refers to particular objects (person, place, names, categories)
	Relational words that are not object specific	Relational words that are more specific to objects but still relate to many objects	
Actions involved in locaing objects or self(to comment on spatial location)		put, up, down, sit fall, go	
Attributes or description of objects		big, hot, dirty, heavy	
Persons associated with objects(as in possession)			person names

Adapted from: A Transactional Approach to Early Language Training, James E. McLean and Lee K. Synder-McLean.
"Planning a First Lexicon", Lahey and Bloom.
Planning Individualized Speech and Language Intervention Programs, Nikola Wolf Nelson.

Examples of Two Word Utterances

Meaning	Structures	Examples
Nomination	that + N	that book
	it + N	it car
Notice	hi + N	hi belt, here ball
Recurrence	more + N	more milk
	Verb + 'gin	fall 'gin
Nonexistence	no + N	no doggie
	all gone + N	all gone milk
Attributive	Adj + N	big train
Possessive	N + N	mommy lipstick
Locative	N + N	sweater chair
Locative	Verb + N	sit chair
Agent-Action	N + V	Eve read
Agent-Object	N + N	mommy sock
Action-Object	V + N	read book
Conjunction	N + N	umbrella boot

Source: Adapted from Dale (1972).

GOAL 9

1. The selection of the vocabulary to be emphasized with those students using one and two word utterances is of prime importance. Following is a list of factors to be considered when prioritizing word selection:

    1. Applicability to child's ability to function in his environment. (Does the child need the word?)
    2. Number of concepts in which the word can be used. (Words with broad applicability may be more appropriate.)
    3. Frequency with which the child would use it in his daily activities. (Consider the words that are least object specific such as want, see, get, and go as opposed to tear, write, etc.)
    4. Ease with which the concept can be expressed, pictured, or demonstrated nonlinguistically. (Action verbs such as walk, run as opposed to internal states such as love, hungry, sad, etc.)
    5. Balance between words referring to particular objects or categories of objects and words which show the relationship between objects. In other words, selected words should represent a cross section across the categories found on one of the preceding tables. (nouns --verbs--adjectives--prepositions)

2. When children are using one word utterances they are not necessarily naming objects, events, etc. Instead one word can have several different meanings and serve as different functions for the student depending on the context in which it is used and the nonverbal language parameters exhibited. (Refer to table citing functions of one word utterances.) Encourage the student to use new words as comments and to show relations between objects and himself. He should also use words to manipulate people and to obtain objects. This stresses the need for teaching words for communication and not as sheer labels. (Lahey and Bloom, 1977).

    Ex: Use of the word ball.
    Function
    Rejection--Child says "ball" and pushes ball away.
    Request --Child says "ball" as he cries and tries to get a ball that is out of reach.
    Disappearance--Child says "ball" when object goes out of sight.

    As an "environmental engineer," set up situations which would foster the use of one word utterances for different functions as described in the table.

GOAL 9

3. Severely communicatively impaired individuals may need to be taught first words in a manner which relies more heavily on behavior modification principles.

   Ex: Teacher: "Joshua, say 'cookie'."
   Joshua: No response
   Teacher: "Joshua, say 'cookie'."
   Joshua: "tooh"
   Teacher: "Good," and gives cookie to Joshua. D

4. Experience has shown the pairing of nonverbal signs with the verbal input may assist the use of early one word utterances. This simultaneous signing and verbalizing is effective for receptive and expressive language at the one word level and for the future acquisition of later forms.

5. To help a child comprehend and later answer a question with a one or two word utterance, prompt an appropriate nonverbal response to a question (to demonstrate comprehension) and present the appropriate two word utterance.

   Ex: Teacher asks "Where's the soap?"
   Then teacher guides child through the steps of looking for and finding soap. Teacher remains silent during part of the search to allow child opportunity to spontaneously use an utterance. If no response after a time, teacher models "Where's the soap?" during the search followed by "Here's the soap!" D

6. In normal language acquisition, prompting is used by parents or adults to facilitate a one or two word response on the part of the child. This method would also be applicable in the classroom setting. It can be described as rewording a question by moving items to form a sentence completion.

   Ex: "What do you want." No response from child so adult rewords question. "You want what?"
   "Where is your boot?" No response so reword to "Your boot is where?"

GOAL 9

7. Echoing is another technique used to stimulate utterances from a child. When hearing an unintelligible or incomplete sentence, an adult imitates what is understood and adds a "wh" form.

Ex: Child: "No mokel."
Adult: "No what?"
Child: "No milk."

Child: "Big."
Adult: "Big what?"
Child: "Big dog."

8. Another technique used to stimulate language is called expansion. The child's utterance is imitated but with the addition of words which may or may not change the child's word order. The choice of words to be added relates to the situation and meaning intended. Using this technique may cause the child to imitate the expanded form without being told to do so. These imitations are often more grammatically advanced than their free speech.

Ex: Child: "Throw ball."
Adult: "I'll throw the ball to Amy."
Child: "Throw ball me." R/L

Child: "Dirty pants."
Adult: "Yes, your new pants are dirty."
Child: "New pants dirty."

9. Expatiation is yet another technique used as a type of responding intended to stimulate language (sentence length, complexity and different functions). For this technique, the adults' responses are not expansions but are instead relevant "related utterances." The response can be one of a wide variety of forms such as a statement or question. This technique stimulates associated thinking as well as language. The adult in effect relates to the content of the child's utterance rather than the form.

Ex: Child says, "I got candy."
Adult says, "Do you like candy?"

Child says, "More cookie."
Adult says, "You must be very hungry!"

GOAL 9

10. Combine all the above mentioned techniques as you are "an environmental engineer" using context and naturally occurring events for language stimulation.

    Ex: While eating child accidentally drops fork. Teacher sees opportunity to capitalize on the moment and says, "Oh--you dropped the fork. What happened?" (prompting)
    Child: "Drop fork."
    Teacher: "Yes, the fork is on the floor." (expansion)
    Child: "Fork floor."
    Teacher: "I wonder what we should do about that." (expatiation)
    Child: "Aaron get fork."

11. In most instances allowing the child to experience or observe the vocabulary term being presented would be a more effective teaching tool than is pictorial representation. Certain children, however, may be unable to attend to linguistic form during active participation. It is necessary that the teacher be aware of what types of presentations are most helpful for individual students.

12. Expand upon the student's use of "pivot" words in expressive language. The term "pivot" refers to a small group of frequently used words around which much of his utterances revolve. Examples are "See, more, want, there, this, no," etc.

    Ex: "Want more."
    "Want Mommy."
    "Sally want?"

    "Daddy here."
    "Here ball."
    "Play here."

    "Want more."
    "More cookie."
    "Give more."

GOAL 9

13. Point out to the student that one object, person, etc. can have several different labels. Utilize this technique when giving the child verbal directions, when asking him questions, etc.

Ex: Teacher: "Tim, write on the paper."
"Tim, draw on the paper."

Teacher: "Joni, did Sally bring you to school?"
"Yes and Sally is your sister--isn't she?"
Next day: "Joni, did your sister bring you to school?"

14. The following variables can be manipulated when modeling language structures for children:

Linguistic variables:
- shorten length of utterances
- simplify grammer
- simplify vocabulary used
- add more complete grammar as necessary

Nonverbal variables:
- frequent repetition of same forms of utterance
- slower phrasing
- clear enunciation
- exagerrated tone or individual words stressed
- pointing or gesturing

15. The most natural reinforcers of language are those that achieve the desired effect of language--successful communication and social interaction. If the child attempts a novel word, two word utterance, or expands to a three-word type and finds he achieves his purpose most likely this behavior will be repeated.

Ex: If child spontaneously says "Want cookie" and obtains it for doing so, he will likely say the same utterance again.

16. One "special subset" of two word utterances deals with the use of negation. In early language development, children communicate three meanings by the use of negation. These include (in order of development):

1. Nonexistence Ex: "No juice, all gone Mommy, no more."
2. Rejection Ex: "No outside, no want, no milk."
3. Denial Ex: "No truck, no baby," and later, "not broken."

Set up situations that provide students with opportunities to practice all three of these meanings.

GOAL 9

17. Use the table of "sample two word utterance" types to structure practice within the child's environmental context. Let the student use combinations of known vocabulary in familiar surroundings, then in unfamiliar surroundings. Later add new vocabulary for practice with new vocabulary in the "old forms."

    Additional suggested activities may also be found in the following areas of the manual:

    Goal 5 --Activity 1
    Goal 10 --Activity 1
    Goal 12 --Activity 5
    Goal 13 --Activity 3

GOAL 10: The student will improve his use of verb forms and tenses.

Before sentences appear in children's speech, they reference "action events." These words (verbs) tend to reappear over and over within the child's language, though their function within the context may change. It has been said that "Developmentally, action events become the single most important category in children's language" (Bloom and Lahey, 1978, p. 135).

In early utterances, verb forms do not have a fixed word order (Ex: "Mommy eat" or "eat meat"). As later syntactic skills develop, children recognize the need to place the verb form a certain place within the sentence. Later morphological "forms" begin to appear and as a part of this development the child learns to code verbs according to tense/condition (as with the use of auxillary forms). At this point, the child develops accuracy in being able to understand and express present, past, and future actions, ideas, or events. For the child at this stage, language has become a much more efficient tool as he uses it in his social world.

Activities for this goal include: (1) information about action verbs; (2) suggestions for stimulating acquisition of verb tenses.

Goal Taps:

Cognitive skills
Descriptive language
Sequencing
Wh questions
Auditory memory
Syntax
Pragmatics

Selected Grammar Skills
Brown's Fourteen Grammatical Morphemes
and Their Order of Acquisition

Order of Acquisition	Morpheme		Specific Form	Example
	Verb Form	Other Form		
1	Present Progressive		-ing	is running
2-3		Prepositions	in, on	in car, on table
4		Plural (Regular)	-s, -es, etc.	balls, boxes
5	Past Irregular		each specific to word	came, ran, etc.
6		Possessive	-'s	man's, Julie's hair
7	Uncontractible Copula		is, am	she is pretty
8		Articles	a, the	a coat, the bus
9	Past Regular		-d,-ed, -/t/	He waved. Tim rested. Boy walked.
10	Third Person Regular		-s, -/z/, etc.	Tina eats. She runs.
11	Third Person Irregular		does, has	They do. The kids do that. The teacher does it.
12	Uncontractible Auxillary		is, am, are	The bus is here. I am hungry. They are running.
13	Contractible Copula		-'s,-'m,-'re	He's nice. I'm happy. They're noisy.
14	Contractible Auxillary		-'s, -'m, -'re	He's carrying plates. I'm doing that now. They're running.

Adapted from: A Transactional Approach to Early Language Training, Mclean and Snyder McLean.

GOAL 10

1. Action names that children use early tend to be names of general actions that can be performed with many different objects. For example, children can "get" many more things than they can "blow." Think along these lines when choosing which verbs to emphasize initially. In a recent study, the verbs used most frequently were:

get	fix	out	stand
do	draw	fit	climb
make	hold	dump	jump
read	put	sit	move
play	take	go bye-bye	bye-bye
find	away	come	
eat	turn	fall	

(Bloom and Lahey, 1978, p. 153)

It is interesting to note that the past tense of most of these verbs are "irregular." In terms of form, irregular verbs are earlier learned than regular past tense forms.

2. Note the chart on the preceding page. This indicates the normal development of various "grammatical" endings for verbs. Use this information as decisions are made regarding which forms to emphasize in classroom activities. For example, the chart shows that irregular verbs are normally learned prior to regular verbs. Also in using this chart, a teacher might know that the child is more likely to say "He running" before "He is running." It would indicate the child may use "Apple is red" prior to "Apple is falling."

3. Require the adults dealing with the students to use a technique similar to "parallel talk." The adult codes the verb forms and tenses <u>for</u> the student and says them aloud as the activity occurs.

Ex: Adult: "Debbie you <u>will pour</u> the milk."
"Good Debbie, you <u>are pouring</u> the milk."
"Thanks Debbie, you <u>poured</u> the milk."

4. Refer to explanations of prompting, echoing, expansion, and expatiation as given in Goal 9. Use these same techniques to foster development of verbs and verb tenses.

Ex: Child: "Greg come?"
Teacher: "Yes, Greg <u>will</u> come." (Expansion)

GOAL 10

5. For any of the verb tenses being stressed, use the following modeling technique. Depending on the child's verbal skills, require the student to produce his own examples following your model.

(1) Keep the verb form constant and change the subject only.

Ex: Teacher: "Johnny is sitting (at the table)."
"Susie is sitting (at the table)."
"Who else is sitting (at the table)?"
Student: "Shelly is sitting."
Teacher: "Yes, Sally is sitting."

(2) Keep the subject constant and change the verb only.

Teacher: "What will we do today?"
"We will talk."
"We will play."
"We will eat lunch."
"We will sing."

Teacher: "What did Chad do today?"
"Chad walked, Chad ate, Chad swam."

6. To stimulate the understanding and use of past tense, comment on a specific action that is occurring such as walking, jumping, writing, etc. Give the student a verbal model as to what he is observing. When the specified activity ceases, ask student to comment on what he saw.

Ex: Teacher: "Kari is listening to music."
"What did Kari do a minute age?"
Student: "Kari listened to music."

Teacher: "Joey, Susan is talking to Sam."
"What did Susan do when you were watching her?"

Increase the time delay between the event that occurred and the discussion of it depending on the student's ability level.

7. Think of activities done frequently in the school environment. Verbally contrast sentences that show how we use different verb tenses to show time relationships.

Ex: Teacher: "This morning you rode the bus."
"Yesterday you rode the bus, too."
"Tomorrow you will ride the bus again."

"Now you are brushing your teeth."
"Remember yesterday you brushed your teeth."
"Tomorrow you will brush your teeth."

GOAL 10

8. The classroom affords a wealth of potential opportunities to teach and expand upon the child's use of "action verbs" and their "tenses." As the students' needs dictate use a wide variety of verbs.

   Ex: During cooking use: mix, bake, stir, pour, cut, make, burn, etc.
   During snack time use: eat, drink, open, pour, cut, wash, clean, wipe, dry, smack, slurp, swallow, chew, gulp, cram, slice, place, spread, share, divide, spill, help, etc.

D

9. The acquisition of verb forms and tenses can often be facilitated by the introduction of manual signing. Simultaneous presentation of both the auditory signal and the visual sign often provides the student with the added stimulation necessary for comprehension and/or use of a form.

   Additional suggested activities may also be found in the following areas of the manual:

   Goal 8 --Activity 2
   Goal 12 --Activities 5, 7
   Goal 15 --Activity 1

GOAL 11: The student will improve his use of pronouns.

Pronoun forms generally appear early in the normal acquisition of language. As early as the "two word" stage, children begin representing referents by the use of "me", "he", "her". Following this page a chart is included which describes different types of pronouns and their apparent emergence relative to length of utterance.

Even though pronoun forms may appear early, the transition from use of noun referents to pronoun referents may not be an easy task. This shift demands flexible thinking and the ability to abstract and categorize their functions. For example, the child must learn to call himself "I" yet he never hears himself referred to as "I".

Activities included in this goal are techniques for modeling, stimulation, and contrasting of pronouns.

Goal Taps:

Cognitive skills
Temporal-spatial concepts
Discrimination
Syntax
Attributes
Pragmatics

Acquisition of Pronouns Related to Mean Length of Utterance

Pronouns	MLU			
	2.26-2.75	2.76-3.50	3.50-4.00	Undetermined
Subjective		I he she we they you		whom
Objective	me	him her us them		
Possessive	your(s) mine ours	my his hers their(s)		whose own
Reflexive				myself herself himself themselves yourself oneself itsself
Demonstrative	it this that			these those
Interrogative				what how many who where how much which why
Relative				that whichever who what whoever one which whatever
Negative			nothing none no one no nobody	
Inclusive			another other something no somebody some someone more one, two all lots	(indefinite pronouns) everything every any everybody first few everyone last both anything second most anybody each much anyone many several least

Adapted from: Planning Individualized Speech and Language Intervention Programs, Nikola Nelson.
Communicative Competence: A Functional--Pragmatic Approach to Language Intervention, Charlann Simon.

GOAL 11

1. The different types of pronouns and the approximate order of their acquisition appear on the preceding page. Pronouns are used in sentences as subjects, objects of an action, to show possession, to point out relationships, and in place of definite nouns. Use this guide to assist the selection of pronoun targets.

2. Pronouns can be utilized in the following two ways: (1) gesturally in which the student points out the object, action, or person of reference ("Give it to me.") as student reaches for object and (2) anaphoric in which the student refers back to some object already mentioned ("There's some candy on the table. Will you get it for me?"). Be aware that particularly in the early development of pronouns, children use primarily the gestural technique.

3. To assist the child in acquiring the knowledge that a subject pronoun refers directly to a named person or object, use the proper name or object name in a sentence, followed directly by the use of a sentence (of the same form) using a subject pronoun. Do this with your own name too.

   Ex: Adult says: "Anne washed dishes. I wash dishes."
   "Emilie plays the banjo. She plays the banjo."
   "The hamster is gone. It is gone."

4. Another strategy for introduction of pronouns consists of using the target pronoun immediately following its named referent. However, in this case, the second sentence is in a different form than the first.

   Ex: Teacher: "My name is _____. I am _____."
   "Your name is _____. You are _____."
   "Megan is here. She is wearing a dress today."

5. Contrast the various object pronouns (him, here, you, me, it, them, us) within one sentence form. Use a verbal model, asking the child to show accurate understanding via the action he performs.

   Ex: Teacher: "Give the scissors to him." "Stand by her."
   "Give the scissors to her." "Stand by me."
   "Give the scissors to me." "Stand by us."
   "Give the scissors to them."

5. Later ask the child to fill in the last part of the sentence as you omit the pronoun but give a clue to the person it refers to.

   Ex: Teacher: "The rabbit hopped over by _____." (Krista)
   Child fills in: "Her."

   Teacher: "That camera belongs to _____."(the whole class)
   Child uses: "Them" or "us."

6. Stress understanding and use of object pronouns making sure the student can use each one as it follows different "prepositions."

   Ex: Put the tray by him.
   Give the tray to him.
   Put the tray beside him.
   Place the tray next to him.

7. Possessive pronouns which occur at the end of sentences may or may not be formed by adding "s" to the objective form ("her" changes to "hers" but "my" changes to "mine", not "mys"). This proves very confusing. Adults can best use modeling of the correct forms and methods similar to the above techniques to assist students' acquisition of these forms.

   Ex: The book is mine.
   The book is hers.
   The book is his.

Additional suggested activities may also be found in the following areas of the manual:

Goal 8 --Activity 9
Goal 12 --Activities 5, 6, 7

GOAL 12: The student will improve his use of simple sentences.

As the student needs to code increasingly complex ideas into sentences, the use of structural rules becomes more important. Two stage utterances become noun and verb phrase branches of a basic sentence structure. As this happens, the functional role of words in sentences still plays a very important role in determination of word combinations but elements of basic syntax begin to emerge. Words become arranged in an order according to a system of rules that is determined by the meaning relationships between them. By using these rules, a speaker can combine words to form an unlimited number of novel sentences.

Activities for this goal include: (1) facilitation techniques for three and four word utterances; (2) suggested modeling techniques for simple sentences; (3) stimulating ideas for practice with simple sentences.

Goal Taps:

Cognitive ability
Memory skills
Descriptive language
Two and three word utterances
Verb forms and tenses
Pronouns
Pragmatic skills

GOAL 12

1. Help the students combine "semantic--grammatical" rules to form three and four word utterances. This happens prior to the inclusion of inflections (-ed, -ing, -s) and other small functor words (articles, auxillary verbs do, may, etc.).

   Typically three and four word utterances are initially formed through combinations of relationships that have already been expressed through two word utterances. For example, a two word utterance "dog run" (agent--action) is likely to combine with an action--location such as "run here" to produce "dog run here." It may be that the growth of memory capability allows the child to shift to three or four word utterances (Simon, 1981)

   To focus on three or four word utterances, begin by using concrete objects or real people and consider these suggested three and four term relations.

   Ex: Agent--action--object (Noun + verb + noun) Jason spill milk
   Agent--action--locative(Noun + verb + noun) Bus go school
   Agent--object--locative(Noun + noun + noun) Tom food here
   Action--object--locative(Verb + noun + noun) Throw ball here
   Agent--action--object--locative (Noun + verb + noun + noun) Mom throw ball here

2. Other grammatical forms should be introduced as the student is guided toward adult grammar. The chart of acquisition of grammatical forms (appearing with Goal 10) and the pronoun chart (appearing in goal 11) may guide the teacher as she uses modeling, imitation, expansion, and expatiation, and "parallel talk," (discussed in prior activities) to stimulate the use of simple sentence forms.

3. Sentence length and complexity are variables that can be manipulated by the adult "modeler." Reduction of either length or complexity of utterances (in terms of the form) seems to assist the acquisition process. Should adults present incomplete sentence models to children? Examples would include "Red ball roll down the street.", "Sharon eat good food here.", "Is driver in Bobby's bus?"

   This issue is as yet unresolved. It appears that the value, creativity, or spontaneity of the utterance may be more important than the issue of whether to present child-like or adult-like forms. A possible solution to the question would be by advising that one should produce a number of models in the exchange so the student can hear adult-like and child-like examples. Perhaps better yet, would be to model complete adult-like forms which are short and reinforce developmental (though incomplete) responses on the part of the child. (Nelson, 1979) Overall, the goal must remain functional communication for the student.

   Ex: Adult models: "The red ball is rolling away," with complete form and reduced complexity.

3. (cont.) Ex: Adult models, "Is the driver in the bus?" with complete form and reduced complexity.

4. When using a new sentence form or requiring it of students, use familiar vocabulary within the sentence. Shift to new vocabulary after the form is well learned.

5. Imitation followed by reinforcement of the student's responses has been suggested as a language facilitation technique. It has proven effective in establishing behaviors, but the learned behavior in such a model may not be related to form and use and may not generalize. Therefore the use of imitation only as a technique must be viewed with caution.

6. Use a third person to model the forms that a student is to learn. In the exchange, reinforce the other participant for appropriate language but not for errors. Errors may be included at times to increase the discriminability of the behavior to be learned. Later, the student is asked to try the same task and is reinforced for appropriate reponses. Basically this uses a delayed imitation model; however, the child's imitation of the third participant may not be exact. This interchange closely resembles that present in normal language learning.

Ex:
Teacher: "Tell me about swimming today, Joe."
Joe: "We go swim."
Teacher: "Mary what did the class do today?"
Mary: "We went swimming at the Y."
Teacher: "Good job, Mary! Joe, tell me about swimming again."
Joe: "We went swim." (a closer approximation is achieved)

7. When a target language behavior is obtained, one way to increase the likelihood of reoccurence is through the use of "feedback." Feedback can be provided verbally ("Yes, you said X right.") in effect, informing the student about the correctness of the form. Others use a formal schedule of extrinsic reinforcement. Natural reinforces (obtaining a desired end through language), allowing activities (sliding or watching T.V.), social reinforcers (hug), tokens, and food have all been used as extrinsic reinforcers. One must be cautious that the reinforcement does not become more important than the goal or target being stressed. It is also true that once the reinforcement that serves as feedback is removed, performance level is likely to drop.

It must be noted that "negative" verbal feedback, as in "No listen, X not Y." may by ineffective for learning language form, presumably because it in effect repeats the incorrect form and emphasizes it acoustically just as in the correct form.

GOAL 12

8. The teacher may try using a "Scrambled Sentence" task with three to five words or pictures on cards to add a visual cue. Have the students rearrange the sentence to an accurate form. To make the task easier, supply the correct form verbally and/or in written form. To make the task more difficult, have the student arrange the order and generate the sentence with no model.

9. Reword simple sentences from a question to statement or vice versa. Use loudness or stress to show meaning and contrast.

Ex: Teacher: "Is it raining?" or "It is raining."
"It is raining." "Is it raining? Yes!" CM

"Can we win?" "Did the water spill?"
"We can win!" R/L "Yes, the water spilled." D

"Did you do it?" "We had fun."
"You did it!" V "Who had fun?"
"Yes, we had fun!" R/L

10. During daily activities, use oral incomplete sentences by omitting the final word and guiding students to fill in the endings. Gradually increase the number of words omitted so the student must form more of the utterance.

Ex: Teacher: "That is Roy's _____."
Later prompts with "That is ____ _____."
Still later "That _____ ____ _____." D

11. Whenever feasible, encourage Subject--Verb agreement by modeling and direct immitation or expansion or prompting. This is a difficult expressive language skill for students.

Ex: Child: "We sees a movie."
Teacher: "Yes, we see a movie today." V

Child: "The boys is going home."
Teacher: "True. The boys are going home." CM

Additional suggested activities may also be found in the following areas of the manual:

Goal 8 --Activity 8
Goal 15 --Activity 23

GOAL 13: The student will improve his ability to use inflections to change word meaning.

Normally, once children have reached the two to three word stage they progress toward beginning to show the ability to add or change the form of words to specify more exact meaning. This process of acquiring more sophisticated ways to verbally mark meaning is often in the form of additions to words (inflections). For example, an "s" is added to third person of present tense to form "walks" or "talks"; plurality is expressed by adding "s"; or possession becomes marked by an "'s". These are the skills addressed by this goal.

Activities for goal 13 include emphasis on stimulating the use of (1) plurality; (2) possession; (3) derivational endings; (4) comparatives and superlatives.

Goal Taps:

Cognitive skills
Descriptive language
One and two word utterances
Use of simple sentences
Sequencing
Organizing attributes

GOAL 13

1. Practice the skill of expressing plurality by contrasting one or several real objects, people or events as they occur in the context of the day. Show one versus two, several, or many objects. Use the opportunity to name one or several, having the student(s) point to that which you express. Call on students to use this type of naming.

Ex: Teacher: "Do I need a pin or pins to attach this?" D
"Here are hat or hats?" D
"Are these called nail or nails?" V

Ask for one or more than one. Check to see if the child comprehends this task.

Ex: Teacher: "Jim, give me pencils." Check for comprehension by seeing what he gives. D
"Put one can in the bag." CM

Be aware that regular plurals may have different "ending forms." An "s" sound is added to some (cats, belts) while a "z" sound is added to some as in dogs and pencils. As "ez" sound is added to others like matches or dishes. Irregular plurals are of a variety of forms some of which change the word (tooth, teeth) and some of which remain the same (fish, fish).

2. Use sentence completion tasks, allowing the student to supply the correct plural form. Regular or irregular plural forms could be used.

Ex: Teacher: "There is room for four more _____."
"We need one _____."
"Mike has two _____."

3. Children initially express possessives by using the name of the person followed by the object (Daddy chair). The use of possessive pronouns (your chair) and possessive "s" forms (Daddy's chair) occur at about the same stage as use of plural forms. Practice incorporating the possessive "s" even with two or three word utterances. Model and use other stimulation techniques referred to throughout this manual. Incorporate this form whenever referring to objects belonging to classmembers, teachers, family members, school or community property.

Ex: Ken's coat D
The teachers' lounge R/L
The bus driver's moustache CM
K-Mart's red sign CM
The dentist's tools CM

GOAL 13

4. When introducing a student to the comprehension and use of possessives, note that the demonstration of the concept should include objects that are familiar to the child and are associated with familiar people. It is important that the object and the possessor are in fact related and not temporarily assigned to the object for the duration of a lesson. Also keep in mind that objects belonging to individuals are talked about earlier than body parts.

5. The derivational endings "er" and "ist" are used by normal children somewhat later than the acquisition of plurals. They are added to nouns or verbs to show reference to that person as "one who ___" or as an agent.

   Ex: piano changes form to pianist when it is the person
   play changes to player
   bake changes to baker

   Point out these relationships and encourage accurate use when applicable.

   Ex: Teacher: "Who will be the baker after we mix this cake?"
   "Yes, Bob will be the person in charge of baking. We call him the baker because he bakes it."

D

6. Similarly "er" and "est" are added to adjectives to show comparative and superlative forms. For example, "big" changes to "bigger" or "biggest" and meaning changes accordingly. Use these contracts in logical order whenever they occur naturally. Model the relationship and require those who can, to produce these forms in expressive language, perhaps modeling for the other students.

   Ex: Teacher: "This feels hot. The pan feels hotter. The burner is the hottest."
   Teacher: "Linda, tell about the rope, string and this straw. Use long, longer and longest."

7. When emphasizing comparatives and superlative forms, plurals, or possessives try some multiple choice situations in which some choices are ungrammatical. Check for recognition of errors. Try some "nonsense sentences" and check for the ability to correct them.

   Ex: Teacher: "Are these socks or sockes?"
   "Listen carefully and catch my goof. That boyses hat is blue."
   "Who can fix this? Dan is tall than Missy."

GOAL 13

8. As appropriate, point out the meaning of prefixes or suffixes that change meaning of words as they apply to class discussion or within the domains. These may be relevant (depending on the ability level of students):

tri (tricycle, triangle)	-ed (jumped, kicked)
re (refresh, reappear, recall)	-est (cleanest, hardest, softest)
un (untie, unfold, undo)	-er, -or (baker, winner, author)

One subset of prefixes changes words to their opposite meanings. These may be discussed as they occur:

Ex:	"un"	clean--unclean	"non"	edible--nonedible
	"dis"	honest--dishonest	"im"	mature--immature
	"in"	correct--incorrect	"ir"	responsible--irresponsible
	"il"	legal--illegal		

9. Most of the targets mentioned within this goal are easily picturable (singular vs plural, adjective vs adjective plus er, possessives) and this allows the possibility of many language "games" during "down time." Matching, sequencing, "go-fish", concentration can all be played with cards that show these targets.

Additional suggested activities may also be found in the following areas of the manual:

Goal 7 --Activity 13

GOAL 14: The student will improve his ability to use more detail and sentence complexity.

In the normal acquisition of syntax, simple sentences are followed by understanding and use of more complex sentences. The child understands and adds function words, negation, contractions, etc. and learns to join thoughts together within one sentence form. He learns to use stylistic variations as he becomes more sophisticated in coding exact meaning. A list of "Ways to Expand Sentences" including sentence types and additional morphological forms follows this page.

Activities included in this are: (1) combining sentences; (2) use of conjunctions; (3) techniques for modeling expanded sentence forms.

Goal Taps:

Cognitive skills
Syntax
Memory skills
Cause and effect
Pragmatic skills
Attributes

Ways to "Expand" Sentences

--With the addition of articles (a, the, an).
Ex: Get a ball.
Punch out on the time clock.
Give me an apple.

--With the use of contractions (in affirmatives).
Ex: It's red.
I'm here.
She's pretty.

--With the use of contractions (in negative).
Ex: I'm not coming.
He's not here.
I can't.

--With the use of infinitive verb forms.
Ex: I want to play. That is pretty to look at.
I want you to go. I had to go.
Make it go. I'd better go.(the "to" is implied)
I know how to do it.
You have to get dressed.

--With the use of "participles."
Ex: I saw a boy running.
He found the bike broken.

--With the use of gerunds (nominal) that use "ing."
Ex: I like fishing.
Bowling is fun.

--With the use of negatives: not, n't, n't with not, auxillary plus n't.
Ex: This is not a comb.
It's not mine.
She can not go.
Charlene isn't here.
They won't come.
We can't go.
They don't have it.
He hasn't been here.
They aren't big.
I'm not the one.

--With the use of auxillary verb forms: to be forms (am, are, was, were); can, will may + verb; did, do + verb; could, would, should, might + verb, passive + get, or to be verb; must, shall + verb; have + verb + en; have got; etc.
Ex: He may go tomorrow.
She doesn't see him.
They might be at the store.
I've eaten already.
They may have eaten here.
I've got it.
Those boys did have money.

--With the use of passive sentences.

Ex: The cookie was eaten by the girl.
I want to be pulled (by you).
The work is done by the man.

--With the use of question forms (reversing sentence order).

Ex: Were they there?
Is he coming?
Wasn't she going to the movie?
Does it hurt?
Can you help me?
Should you be here?
All wh question forms
When do we go?
How big is it?
What is he doing?
How come he is crying?
Which do you want?
When do we go?

--With the use of conjunctions (and, but, so and so, so that, or, if, because, where, when, how, while, whether (or not), 'til, until, unless, since, before, after, for, as, as if, like, that, than, although, during).

Ex: The girls and the boy went swimming.
The girl went swimming and the boy played baseball.
It burned because the oven was too hot.
It's early but let's eat.

--With the use of embedded sentences (two simple sentences combined to form one complex sentence, may use relative clauses after a noun phrase).

Ex: The girl that wins will get an award.
The person who leaves last should shut the door.
He was eating when I came.
The girl with the puppy was my sister.

GOAL 14

1. It is extremely common for students to use several short statements rather than combining their thoughts into longer more complex utterances. Model the combination of these sentences for the students.

   Ex: Tony: "We went to the library. We got books. We came back to school."
   Teacher: "We went to the library and got some books before we came back to school."

   Amy: "I like Amanda. I like Cindy."
   Teacher: "You like Amanda and Cindy."

2. It is very difficult to comprehend a sentence when it is in the passive format. (The book was given to the girl by the boy.) It would be helpful to model these sentence forms for the child following his own declarative statement. In this way he might become more aware that the two forms have the same meaning.

   Ex: Joey: "Paul hit Matt."
   Teacher: "Yes, I saw that Matt was hit by Paul." R/L

   Ruth: "The policeman directed the traffic."
   Teacher: "Yes, we saw that the traffic was directed by the policeman." CM

3. Be aware of the following progression of difficulty in the acquisition of conjunctions--"and, but, because, so, or, if, until, after, since, although, and as." Although this is not a complete list, it may be helpful in determining which types to stimulate and model for higher functioning students.

4. Use sentence completion tasks to stimulate the comprehension and use of complex conjunctions. Contrast conjunctions and have students fill in the blank with an appropriate answer.

   Ex: Teacher: "Sara, you look both ways before you cross the street because..."
   "We wash our hands before..."

   An alternative would be to use this task as a "down time", activity. Use sentences that would describe events at school or related activities. Use one sentence and see how many different conjunctions it could be used with.

   Ex: "We eat lunch"... after we go bowling
   when we are hungry

   "We use a fork"... when we eat
   but we sometimes use a spoon
   during lunchtime

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4. (cont.) Ex: "We go bowling"... after we get to school
because we like it

5. Give the students two objects or words and have them make a logical sentence. This technique could be utilized frequently throughout the day while the student is involved in various tasks in different domains.

Ex: Teacher: In observing Tom getting a candy bar from a machine.
"Tom, tell me about money and candy."
Tom: "I need money to buy candy."

Teacher: "Lisa, what could you tell me about the washing machine and detergent?"
Lisa: "I put detergent in the washing machine."

6. While involved in a domain specific activity, ask the students questions about what they observe and write it down in the form of a chart. Then ask them to attempt to combine what they've seen into one or two sentences. The final statement should be much richer in description, imagery, and sentence complexity than the original response.

Ex: Teacher: "What do you see?"
Student: "A bus."
Teacher: "Where is it?"
Student: "On the street."
Teacher: "What color is it?"
Student: "Yellow."
Teacher: "Who is on the bus?"
Student: "Leslie."
Teacher: "What is she doing on the bus?"
Student: "She is waiting for us to get on."
Teacher: "Can you tell me everything about Leslie and the bus in one or two sentences?"
Student: "Leslie is waiting for us in the yellow bus on the street.

It may be helpful to record all the responses and then compare the original and the final statements.

7. As child is ready, practice contractions, use of articles, gerunds, negatives and auxillary verbs with modeling, expansion, and sentence completion.

GOAL 14

Additional suggested activities may also be found in the following areas of the manual:

Goal 2 --Activity 2
Goal 3 --Activity 6
Goal 4 --Activity 9
Goal 7 --Activity 8
Goal 12 --Activity 6
Goal 15 --Activities 10, 11

GOAL 15: The student will improve his ability to sequence information.

One of the most important reasoning skills used in all aspects of everyday living deals with sequencing and the ability to order objects, events or ideas in a logical fashion. Sequencing skills are incorporated throughout "academic" tasks in reading, spelling, math, and "calendar" skills. Giving or following written or oral directions, accomplishing routine daily activities, or conversing about an experience requires sequencing skills.

Depending on the task, sequencing is closely related to other cognitive skills. It necessitates making comparisons and putting things in series as students look at objects, pictures or events and order them along a dimension that may include their size, quality or degree of completion. The seriation necessary may be related to numerical and spatial concepts as amount of or number of objects are compared and judgements are made as to how to number, space, or order the steps to a sequence. Temporal relationships are involved since most sequencing necessitates ordering events in time and may involve abstracting or describing past events, or planning or predicting future events. Related vocabulary and grammar skills become apparent as the child needs to understand and express these relationships. Later, accurate sequencing competency can lead to the ability to recognize what is missing in a sequence and determine what is necessary to accomplish a task.

GOAL 15

Sequencing activities included herein emphasize receptive and expressive language as related to: (1) vocabulary and grammar; (2) structured practice with pictures, events, activities, conversation; (3) determining missing information in a sequence (interpolative thinking).

Goal Taps:

Cognitive skills
Auditory memory
Verb tenses
Concepts
Following directions
Listening
Predicting outcomes
Question language
Absurdities

GOAL 15

1. Build an awareness of the value of your auditory input given to the students. Throughout the day, as engaged in activities for each domain, adults can serve to model sequencing by using "parallel talk" (verbalizing aloud steps each person is doing) and "self talk" (verbalizing for the student the steps he is engaged in).

   Ex: While bowling teacher uses "self talk" for the student. "Good Jim. You are picking up the ball. Next you will throw it down the lane. Now you are rolling a good one. Great! You knocked three pins down."

2. Continue to use routine work that emphasizes sequencing to your advantage. Use calendar skills with rote repetition and questions about sequences (days of week, months, seasons). Continue reinforcing the sequence involved with the daily schedule and discussion of procedures. (Add some new twists by scrambling the schedule and see if the students can "catch" you to correct it or recopy the schedule on strips that a student can arrange in front of the class.) Continue the sequencing involved with using letters in students' names, numbers in order and use alphabetizing as appropriate. All these "academic tasks" reinforce the notion of sequential order.

3. To introduce the concept of sequencing, it may be helpful to begin with emphasis on basic vocabulary terms such example vocabulary terms involved in sequencing can include:
   ordinal numbers (first, second, third, ...), last, before, after, start, finish, begin, end, next, then, left, right, middle, between, yesterday, today, tomorrow, now, soon, later, early.
   Stress the words by increasing voice intensity when engaging in various activities to heighten the students' awareness of their use.

   Ex: During bedmaking talk about each step:

   "Let's talk about the <u>first</u> thing we need to do in making the bed."
   "What should we do <u>next</u>?"
   "What did we do <u>before</u> we put the bedspread on?"
   "What do we do <u>after</u> we put the bottom sheet on?"
   "When the last task is completed, we are finished. What is the <u>last</u> thing we do when making the bed?"

D

GOAL 15

4. When starting to emphasize sequencing, begin with a two step activity. Show and verbally model the target vocabulary terms you're stressing along with the action in the activity.

   Ex: While mixing up a cake teacher compares the appearance of the egg before and after it is broken. D
   While student is bowling, talk about picking up the ball before he walks up to the alley; then seeing the pins fall down after he has thrown the ball. R/L

5. Progress later to a three step sequence activity. For example, a three sequence activity for the concepts of "first, next, and last" would be:

   Ex: At the grocery store the first thing you do is get a cart. Next you select what to buy. The last thing you do is to pay for the item(s). CM
   While making toast, the first thing you do is put the slice of bread in the toaster. Next you push down on the lever. The last thing you do is remove it from the toaster. D

6. Use a picture of the activity along with the actual event to help the child develop a relationship between pictures of the event and an event. A most beneficial as well as highly motivating way of doing this would be to take polaroid pictures while the student is actually participating in an activity. Prepare a time strip, placing photograph on the time strip as the activity evolves. Discuss each step. Do this on field trips, in individual domains, or in the home to lend variety and aid generalization of sequencing ability to all aspects of daily living.

7. A more difficult version of the above activity would be to photograph the sequences as they occur but prepare time line and discuss the event after returning to school.

8. Following a field trip have the students re-enact what they experienced, emphasizing the order in which things were done. Physical props would aid the students in recalling the different steps.

   Ex: Teacher: "Let's make a 'play' about buying toothpaste at K-Mart. Here we are at school with no toothpaste. What do we need to do first?"

GOAL 15

9. Utilize commercially prepared sequence cards to reinforce the concept of order and seriation. Students can place the cards in the correct sequence and describe it. When the student shows competency with the visual stimulus, remove the pictures and have him recall the events in order.

10. The type of oral directions given to students may influence their success in dealing with sequencing. Directions for which "order-of-mention" is matched to "order-of-action" are easier to understand and follow than directions which confound these variables. In particular, "before and after" are ordered by ease of understanding as follows:

Easier	After _____ do _____.
↓	Do _____ before _____.
	Do _____ after _____.
Harder	Before _____ do _____.

Use this knowledge to insure initial success. Later, repeat activities with a direction worded in a more difficult fashion.

11. When discussing and teaching about temporal-sequential relationships, be aware that sentences that express events in their logical sequence are easier to process and respond to. For example, students will likely have more success with "Does spring come before summer?" than with "Does summer come before spring?" Use this to your advantage in teaching and when using questions as probes or to check for comprehension.

12. Comparative relationships that necessitate ordering items or relationships in a sequence are of value to building sequencing ability. Positively stated comparisons (bigger, more, cleaner) are easier than negative comparisons (smaller, less, dirtier). In seriation, students may sequence vocabulary items within groups according to characteristics.

    Ex: Discuss and order these--ping pong ball, golf ball, tennis ball, baseball, and basketball. R/L

13. Read or make up a story relevant to the students' daily activities and talk about what happened at the beginning, in the middle, and at the end. Students may enjoy drawing their own illustrations for the story. Assign some students certain events at the beginning, others events in the middle, and other students, events at the end. Then help them arrange the pictures in the correct sequence.

GOAL 15

14. While engaging in an activity or when utilizing a series of pictures, eliminate the final step. Have students predict the outcome of the sequence by providing the ending.

    Ex: Talk about the steps required to make a telephone call while actually making the call or looking at illustrations. Have student supply ending.

15. When utilizing sequence cards add a card which does not belong in the sequence. Have the student identify it and tell why it does not fit into the series. The incorrect illustration could vary from the obvious to one that is more subtle and difficult to identify.

    Ex: Series of ironing a shirt. Add in card that shows "dusting" activity. D
    Purchasing an item in one store, add in card depicting card of a different store. CM

16. Lay sequence cards in an inappropriate order. Students correct sequence and explain reasoning.

17. The two above mentioned activities can also be accomplished without pictorial stimuli as teacher names steps for an activity, adding an irrelevant step or giving steps out of order. In each case, teacher should preface with "What is wrong here? Fix this for me."

18. Arrange a series of pictures in a sequence with one missing. Have the students tell what has been omitted.

19. While involved in a domain specific activity, try to accomplish a task when leaving out the beginning or intermediate step necessary to its completion. Have student identify missing step.

    Ex: Obtaining a can of pop.
    --Put money in machine.
    --Push button to select pop.
    --Remove can from machine.
    --Try to drink from can without removing tab!
    (Identify missing step of removing the tab.)

GOAL 15

20. Provide the students with the beginning and end of a specific task. Help them determine the intermediate steps necessary to reach the conclusion.

Ex: Teacher: "Tina walked into the grocery store. Tina paid for something at the counter. What did Tina do in between?"

21. Have one student "play reporter" by describing sequences of a fellow student's actions. He can "report" about the individual steps he observes in the completion of a task.

Ex: While watching a classmate play baseball, Jimmy says: "Johnny is picking up the bat. Now he is walking to the plate. Now he is holding the bat up..."

22. Have student describe the steps necessary to complete a task.

Ex: "How do you wash dishes?"	D
"Tell me how to brush your teeth."	D
"Describe making a telephone call."	V
"List the steps necessary to sew on a button."	D

23. When talking with the students purposely scramble the words in a short sentence and have them put it in the correct order. Preface this with an explanation of what you are doing.

Ex: Teacher: "I'm going to tell you to do something but I'm going to mix up the order of the words in the sentence. See if you can unscramble them so they make sense."

washed dishes she (She washed dishes.)	D
some soap buy (Buy some soap.)	CM
play let's cards (Let's play cards.)	R/L

Additional suggested activities may also be found in the following areas of the manual:

Goal 2 --Activities 4, 5, 7, 8, 9, 10
Goal 5 --Activity 10
Goal 7 --Activity 16
Goal 12 --Activity 8

GOAL 16: The student will improve recognition and expanded use of cause and effect relationships.

Another reasoning skill closely related to many aspects of logical thinking involves the ability to recognize and understand cause and effect relationships. This skill is dependent upon understanding sequences of events leading to an end and allows one to relate knowledge about what may have happened in the past to that which they experience or observe in the present. Beyond this then, one can propose solutions to problems; predict possible, probable, or most likely outcomes; and make inferences as new knowledge is combined with previous knowledge.

Critical thinking becomes involved as one evaluates positive and negative aspects of a problem, seeks to understand choices, and searches for the best solution from several possibilities. One may also need to determine missing information and form opinions. The combination of these thinking skills should allow the individual to question what happens, develop flexibility in decision making, and react to the world in an organized way.

GOAL 16

Activities for this goal include ideas to develop cause and effect relationships through: (1) problem solving; (2) predicting outcomes; (3) determining causes; (4) determining missing information.

Goal Taps:

Cognitive skills
Question language
Categorization
Sequencing
Describing by attribute
Verb tense
Listening

GOAL 16

1. Use "self talk" as often as possible throughout the daily routine. Verbalize problem solving aloud as you and/or a student encounter a problem for which several causes or solutions are appropriate.

   Ex: "Jamie, you can't find your mitten. Let's think about where it might be. Maybe it's in your coat pocket. You might have dropped it as you walked down the hall or maybe you left it in the classroom. Now let's find out where it is."

2. Use a wide variety of question forms as prompts. Prompts may include those that use "wh," "is--are," "can--could," in a multitude of forms. Examples listed here show the ways these can enhance divergent thinking on the part of the teacher and the class.

   Ex: What caused _____?
   What do (does) we (he, she) need?
   What can (could, should) we (he, she, they, Sue) do if___?
   What (should, did, does) _____ do next?
   What (will, would, could, should) happen next?
   What would happen if _____?
   What is (could be, would be, was, are) the reason(s) _____?
   Where do (does, did, can, could, would, might) we (she, it, the x) _____?
   Whose _____ could this be (fit, match)?
   Who could (might, would, does, did) do (make, say, _____, etc.) _____ this?
   When could (might, would, do, does) _____ happen?
   Which _____ can (could, might) be reasons (causes, solutions)?
   Why _____?
   How do (could, would, might, will) we know that _____?
   How could (can, would, might) this have happened _____?
   How does this work?
   Is (are) there a reason (cause) _____?
   Is (are) there a solution (effect) _____?
   Can (could, would, might) there be reasons (causes, effects) for _____?

3. In addition to using traditional question forms, prompts that encourage "cause and effect" thinking can be presented in other ways. Utilize some discussion starters as follows:

   Ex: "Let's list (talk about, describe) _____."
   "Describe some reasons (answers, causes) why _____."
   "Talk about why _____."
   "Think of some ways (reasons, causes, effects) _____."
   "Tell me reasons for (why) _____"
   "Tell me why (how, when) _____."

4. Focus on possible solutions to problems. Throughout the day help students evaluate different situations to determine and anticipate several possible outcomes or solutions.

   Ex: "We have a problem to talk through. It looks like the sky is getting dark and I just heard some thunder. What should we do?"
   "Suzy crossed the street without looking in both directions. What could have happened?"
   "Yesterday when Benji went to the store, he did not have enough money to pay for the groceries. What could he do?"

5. Talk about the reasons why one solution would be the most appropriate over other possible alternatives. This would include discussing the advantages and disadvantages of each option and the reasons for the selection of the best one.

   Ex: Teacher: "There's a spill on the floor. What should we use? (a rag, a kleenex, a paper towel are available) Why would this one work the best? What would happen if we used this other one?"

6. Whenever possible, set up actual situations during the day for which solutions need to be found. Situations can range from the simple (how to get a hot dish from the oven) to more complex (how to show a film without a screen). In some cases, teachers will need to remove the obvious object or most frequent solution so the students think of other reasonable solutions.

   Ex: During lunchtime, there aren't enough clean forks for each child. "What can be done about this?"
   "Let's pretend we're ordering at McDonalds. We need to set up the room like McDonalds. How can we do it? What can we use for a counter, etc.?"

GOAL 16

7. Focus on causes of events. Encourage the students to make observations dealing with the causes of various situations. Help them become aware of what might have happened in the past to generate what they are experiencing and/or observing in the present. Talk about several possible causes or reasons for the way they feel or what has happened, then select the one that was most probable.

   Ex: Jill is crying in the corner of the classroom following a game of softball in which her team lost. Possible causes:

x	Her team lost.
_____	She fell down on the softball field and hurt herself.
_____	Someone said or did something to hurt her feelings.

8. Play a game of "Who said it?", "Who has it?" or "Who did it?" Give the student specific quotations, objects, or actions easily identified with a particular person. These individuals described could be in various occupations or could also be specific persons the student encounters in school, at home, or in the community.

   Ex: "Who would you hear say, 'Open your mouth and say 'ah''?"
   "Who would most likely have a saw, a hammer and nails?"
   "Who might you see directing traffic at an intersection?"
   "Which of your classmates would most likely say, 'I can't find my glasses'?"

9. Have the students do improvisations or pantomimes of easily identified persons, objects, or actions. The students might enjoy dividing into teams for the acting and the guessing. Think of "Who could I be?", "What could I be?", "What could have happened to me?" This can lead to students making inferences about who they see, determining causes of what they see, predicting the next event, and solving problems.

   Ex:

Persons	Objects	Actions
secretary	cut finger with knife	limp with broken leg
bus driver	batting a ball	changing a flat tire
golfer	reading a book	headache--feeling sick
doctor		

GOAL 16

10. Pose a cause and effect "question-of-the-day" related to classroom unit, home, or community activities. Teacher and/or student can "brainstorm" and post answers throughout the day. Send a "think about" question home with students for home discussion and possible generation of answers at home.

    Ex: "Dad's tires were all flat on the car. What might have happened?"
    "Danny's bus isn't here yet. Let's think of all the reasons why this could be?"
    "We have a puzzle to solve this morning. The kitchen floor is all wet. We need to think of things that could have caused this."

11. Reinforce cause and effect type questions the students themselves ask. Besides verbal praise and discussion the teacher may want to write the good question on a strip and post it, call the student a "good thinker", etc.

    Ex: Student asks, "Why was Special Olympics cancelled?"
    Student wonders, "What made that frost on the window?"
    Student notes, "Why won't my calculator work?"

12. When something happens as a result of a cause and effect relationship, contrast the result with that occurring when a different item is used or acted upon (predicting comparatively).

    Ex: "Joey fell down on the sidewalk and skinned his knee. What would have happened if he would have fallen on the grass instead."
    "Jeannie dropped a glass of milk on the floor and it shattered into tiny pieces. What if that would have been a ball?"

13. When collecting the items necessary to complete a given task, purposely delete one item and have the student discover what is missing or what else is needed.

    Ex: Sewing on a button.
    Button, needle, fabric (thread) D
    Mixing a cake.
    Bowl, mixer, cake mix (eggs) D

GOAL 16

14. Give students directions to complete an activity or describe an event, omitting information essential to its completion. Help the students identify what additional information is needed.

Ex: "Sally go to the office and call the YWCA and tell them we won't be coming." (Omit giving her the number)
"There's a show on T.V. you may want to watch tonight." (Omit giving them the time)

Additional suggested activities may also be found in the following areas of the manual:

Goal 2 --Activity 12
Goal 3 --Activities 2, 5, 6
Goal 4 --Activity 3
Goal 6 --Activities 8, 11
Goal 8 --Activity 10
Goal 15 --Activities 14, 17

GOAL 17: The student will improve his ability to recognize attributes and characteristics and organize them in a meaningful way.

Organized thinking demands that the student has the ability to attach meaning to concepts, relate concepts appropriately and relate past to present and future experiences. By way of systematized classification students are better able to organize, sequence and improve logical thinking. Recognition of attributes needs to be followed by comparison of attributes. In this way students will be better able to make selections, comparisons, and improve decision making ability.

Activities for this goal are geared toward improving skills in the areas of: (1) Recognizing and describing functions; (2) Making associations and recognizing relationships between words; (3) Describing similarities and differences; (4) Classification of items; (5) Categorization; (6) Recognizing and forming definitions.

Goal Taps:

Cognitive skills
Auditory memory
Use of descriptors
Action verbs
Question language

GOAL 17

1. The teacher may identify and pantomime a function of an object without object present, then ask student to do the same. Later the teacher pantomimes the function of the object without identifying the object. The student should identify the object and name the function.

   Ex: Show brushing teeth--function of toothbrush D
   Show cutting with scissors--function of scissors D
   Show pounding with a hammer--function of hammer V

2. The teacher holds up an object or a picture. The student is asked to name its function.

   Ex: Knife--cut with D
   Stapler--stapling V
   Traffic light--assist crossing CM

3. As you are working with objects, ask the students to name many things you can do with or to the object.

   Ex: Ball (bounce it, throw it, catch it) R/L
   Car (drive it, ride in it, wash it) CM
   Shirt (wear it, iron it, wash it) D

4. Name the function of an object. The student names object that does function. Teachers can use objects in array that are visible or do without objects present.

   Ex: "What helps us blend?" (Mixer) D
   "Which one pounds?" (Hammer) V
   "Which one bounces?" (Basketball) R/L

5. The teacher names two associated items. The student tells why they belong together.

   Ex: Letter and stamp V
   Baseball and bat R/L
   Toothpaste and toothbrush D

6. The teacher will present two items for which the student will identify one similarity and one difference.

   Ex: Shoes and socks--"How are they alike?"
   "How are they different?" D
   "What ways are brownies and cookies the same?" D
   "What ways are a baseball and basketball different?" R/L

GOAL 17

7. The teacher holds up object or picture. The student names at least one object that could be associated with it.

Ex: Brush (Comb) D
Money (Billfold) V

Do above activity with object not present as in phrase completion.

Ex: "Brush and _____." (Comb) D
"Money and _____." (Billfold) V

8. The teacher may ask a question and model answers geared toward telling how members of an object group are alike or different according to various attributes such as size, materials, sound, smell, parts of, weight, color, function, etc.

Ex: "How are these tools the same?" V
"What makes all these beverages similar?" D
"What makes all these measuring devices similar?" D
"What makes all clothing similar?" D
"What makes all health aids similar?" D
"What makes all products similar?" D

9. Name a vocabulary item that is "part" of a whole item. The student is to name the "whole."

Ex: "Ink is part of _____." (Pen) V
"Mattress is part of _____." (Bed) D
"Scalp is part of _____." (Head) D
"Dessert is part of _____." (Meal) D

10. The teacher lists items in a specific category and the student names category.

Ex: "Penny, dime, quarter" (Money) V
"Bread, banana, orange" (Food) D
"Pear, peach, banana" (Fruit) D

11. The teacher reads aloud a list of items relative to a classroom activity and asks student to name one or more additional items in the same category.

Ex: "Sugar, salt, soda" (Flour, vanilla) D
"Checkers, Monopoly" (Uno, Crazy 8) R/L
"Screws, nails" (Nuts, bolts) V

GOAL 17

12. While doing a domain specific activity, the teacher presents all items necessary for task plus one that doesn't belong. The student identifies this item.

    Ex: Making pudding (Milk, pudding mix, bowl, hammer) D
    Bowling (Bowling ball, shoes, score sheet, tennis ball) R/L

13. Before beginning activity, student is asked to list items necessary to complete a task.

    Ex: Write a letter (Paper, pencil, envelope, stamp) R/L
    Iron a shirt (Iron, ironing board) D,V
    Make toast (Bread, toaster, knife, butter) D

14. While engaging in a domain specific activity, the teacher will randomly ask students into what category an item belongs and for similar items in that category.

    Ex: While dressing, teacher or student names items utilized and teacher asks, "What do we call these things?" or "What is another name for the things we've talked about?" D

15. Teacher says one to three words within a category. Adds one more and students say whether or not it belongs with other words and why.

    Ex: Washing machine, dryer, clothes (Detergent) D
    Nuts, bolts, screwdriver (Telephone) V
    Car, bus, van (Airplane) CM

16. While doing an activity, have the student divide items according to a category.

    Ex: "Let's group these things into the foods, utensils, appliances, etc." D
    "Let's group these according to sandwiches, drinks, desserts." CM

17. Following an outing or a field trip, the teacher should ask students to name everything they saw within a specific category.

    Ex: "Tell me all the animals you saw today at the zoo." CM
    "What were some different things you saw today that you could ride in?" CM

GOAL 17

18. The teacher may ask a student where they would find a certain item according to location.

Ex: Knife, bowl, spoon (Kitchen) D
Toothbrush, soap, towel (Bathroom) D
Bowling ball, lane, pin (Bowling alley) R/L

19. The teacher names several items that are specific to an activity or situation. The student responds by naming an activity or location brought to mind.

Ex: Milkbox, tray, straw, silverware, food (Lunchroom) D
Desk, table, chalkboard, pencil, sharpener (Classroom) V

20. While engaging in a domain oriented activity the teacher talks about items necessary to complete task, purposely excluding one item. (Exclusion Skill)

Ex: "Writing a letter: paper, stamp, envelope. What else do you need?" (Pen or pencil) D,V

21. During an activity, the teacher will ask student to name something that is not appropriate within a specific category or for a specific function.

Ex: "Name a utensil not good for turning over a hamburger." (Spoon, knife, cup) D
"What transportation should we <u>not</u> take to get downtown?" (Ambulance, helicopter) CM

22. Present a definition or description of an object and student should identify the object.

Ex: "You sleep on it." (Bed) D
"We ride on it when we go bowling." (Bus) CM,R/L
"Teenagers listen to it." (Radio) R/L

23. Have students select answer from a choice of two or three, or think of their own answers for _____ means the same as _____ questions.

Ex: "Soiled means the same as _____." D
"Your work means the same as _____." V
"Five cents means the same as _____." V

GOAL 17

24. Name a definition appropriate to the task at hand and have the students think of the appropriate word.

Ex: "We need something to put on to make you smell good. What could it be?" (Perfume) D
"I need something that is a white powder and sweet." (Sugar) D

25. Given a topic word, guide students to make up the definition.

Ex: "Let's think what a hygenist is." (She's one who cleans teeth.) D
"What does income mean?" V
"You tell the class what ingredients means?" D

Additional suggested activities may also be found in the following areas of the manual:

Goal 5 --Activity 4
Goal 7 --Activity 4
Goal 14 --Activity 5
Goal 16 --Activities 8, 9, 13

GOAL 18: The student will improve his ability to determine meaning from context.

High level language comprehension includes the ability to understand the colorful idiosyncracies contained in our language. The character and appeal that this lends is often through multiple meaning words, comparative forms (similies, idioms, analogies), slang terms, popular sayings, proverbs, humor, etc. Understanding figurative language may depend on interpretation of context including vocabulary and relationships between concepts. In other cases, understanding the meaning defies grammatical analysis, logical explanation, or analysis of context and may depend on repeated exposures to the "notion" of the terms before a listener gains a "sense" of the meaning.

The population addressed here is characterized by general decrease in ability to engage in abstract reasoning, often necessary for comprehension of figurative language. However, the students will encounter these items and it appears that developing familiarity with the ideas through repeated exposures may develop the ability to recognize meaning associated with context, more flexible thinking, and the capability to understand some meanings not specifically taught.

GOAL 18

Activities for this goal are aimed toward improving understanding of: (1) idioms, similies, and analogies; (2) multiple meaning words including homophones or homonyms (words sounding the same but spelled differently and different in meaning) and homographs (words spelled the same and sounding the same but different in meaning); (3) humor and slang. A sample list of similes, idioms, proverbs, and slang terms is included as a reference. The targeted items will be determined by individual student, teacher, and classroom needs.

Goal Taps:

Cognitive skills
Auditory memory
Listening skills
Syntax goals
Cause and effect
Descriptive language

Similes

Animals

sly/cunning as a fox
wise as an owl
fat as a pig
quiet as a mouse
strong as an ox
huge as an elephant
proud as a peacock
playful as a kitten
sick as a dog
gentle as a lamb
mad as a March hare
hairy as an ape
clumsy as an ox
poor as a churchmouse
mad as a wet hen
scarce as hen's teeth
blind as a bat
slow as a snail
happy as a lark
busy as a bee
slippery as an eel
brave as a lion
snug as a bug
quick as a cat
cross as a bear
free as a bird
hungry as a wolf
nervous as a cat
mad as a hornet
obstinate/stubborn as a mule

Color

green as grass
white as snow
white as a ghost
white as a sheet
black as coal
black as ink
red as a beet
blue as the sky

Other

warm as toast
tough as nails
cool as a cucumber
deep as the ocean
limp as a dishrag
pretty as a picture
thin as a rail
smart as a whip
neat as a pin
quick as a wink
hard as a rock
clear as crystal/a bell
dead as a doornail
sharp as a tack/razor
dry as a bone
straight as an arrow
old as the hills
ugly as sin
stiff as a board
slick as a whistle
hard as nails
good as gold
heavy as a lead weight
smooth as satin/velvet/silk
cold as ice
wicked as a witch
high as a kite
stiff as a board
slow as molasses in January
flat as a pancake
sweet as sugar
regular as clockwork
tough as leather
pleased as punch
light as a feather
fresh as a daisy
fit as a fiddle

Adapted from: Language Remediation and Expansion - 100 Skill Building Reference Lists, Catherine S. Bush.
Workbook for Aphasia, Susan Howell Brubaker.
River Hills Communication Curriculum, Kay Spaulding, Rue Nicklaus, Darlene Iverson Beck.

Idioms and Slang

Food

she's a peach
sour grapes
full of beans
not my cup of tea
full of baloney
that's corny
in a pickle
bring home the bacon
in a stew
top banana
salt of the earth
worth his salt
peas in a pod
nuts about you
piece of cake
can't have cake and eat it too
he's a real ham
hard nut to crack
let's talk turkey
a bad egg
break the ice
baker's dozen
finger in every pie
pot luck
hard boiled
apple of my eye
rotten egg
easy as pie

Colors

in the pink
in the red
feeling blue
green with envy
rose-colored glasses
he was very green
turn red as a beet
tickled pink
heart of gold
he's yellow
turned purple
in the black
red tape

Animals

raining cats and dogs
monkey business
weasel out
go ape
let's talk turkey
let the cat out of the bag
crocodile tears
dark horse
card shark
whale of a time
drinks like a fish
frog in my throat
snake eyes
he's foxy
pig-headed
sounds fishy
make a hog/pig of yourself
bull-headed
quit horsing around
he's a rat
he ratted on me
stool-pigeon
spring chicken
bug off
cat got your tongue
for the birds
eats like a bird
wolf in sheep's clothing
smell a rat
chicken-hearted
could eat a horse
don't monkey around
kill 2 birds with 1 stone
as the crow flies
cry wolf
dog-eared pages
let sleeping dogs lie
underdog
fish out of water
stir up a hornet's nest
get your goat
make a mountain out of a molehill
packed like sardines
black sheep
bird's eye view
wild-goose chase
cat nap
playing possum
wolf down your food
eager beaver

Idioms and Slang (cont.)

Head

can't make heads or tails of it
lost my head
keep your head above water
off the top of my head
head in the clouds
level-headed
head over heels
go through my head
have rocks in your head
put your heads together
use your head
hair is standing on end
up to his neck in work
tooth and nail
lump in my throat
save your neck
turn the other cheek
swallow your pride
my lips are sealed
slap in the face
blue in the face
face the music
keep a straight face
fall flat on your face
blow my mind
pick your brains
give you a piece of my mind
a pain in the neck
get on my nerves
boggle your mind
get up the nerve

Eyes

only have eyes for you
never want to lay eyes on you
got my eye on you
make eyes
eyes popped
can't believe my eyes
more than meets the eye
sight for sore eyes
catch his eye
eyes are bigger than your stomach
feast your eyes on
pull the wool over his eyes
high brow
cry your eyes out

Mouth

shoot off his mouth
down in the mouth
watch your mouth
foot in my mouth
big mouth
hand to mouth
keep a stiff upper lip
make my mouth water
word of mouth
leave a bad taste in your mouth
button your lip
melt in your mouth
save your breath
take my breath away
catch your breath
skin of my teeth
sink my teeth into
on the tip of my tongue
eat your words
sharp tongue
mother tongue
slip of the tongue
bite your tongue
spit in the ocean
lose your teeth
what's eating you
stuck in my craw
tongue in cheek
tongue-tied
took the words right out of my mouth

Trunk

chip on his shoulder
cold shoulder
get off my back
get it off your chest
elbow room
thorn in my side
turn your back on
turn my stomach
butterflies in my stomach
can't stomach it
lily-livered
make my flesh creep
busybody

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Idioms and Slang
(cont.)

Nose

pay through the nose
turn up your nose
nose for news
by a nose (hair)
lead by the nose
keep your nose clean
nothing to sneeze at
under your nose
nose to the grindstone

Ears

I'm all ears
ear-splitting
in one ear and out the other
keep an ear to the ground
prick up your ears
put on your listening ears

Hands

wind him around your little finger
finger in every pie
hands are tied
lend me a hand
give him a hand (applause)
green thumb
I'm all thumbs
at my fingertips
an old hand
have my hands full
wash my hands of
red-handed
slip through your fingers
use elbow grease
upper hand
up in arms
hand-me-downs
hand it to you
hands off
thumb a ride
short-handed

Feet

toe the line
cold feet
he's a heel
shake a leg
pulling my leg
foot the bill
put your foot down
put your best foot forward
not a leg to stand on
drag one's feet
foot in the door
the shoe's on the other foot
step on one's toes
walk your legs off
step on it
legs like rubber
break a leg

Heart

heart to heart
learn by heart
have a heart
my heart's in my mouth
take to heart
hard-hearted
heart of stone
eat your heart out
break my heart
set your heart on

Idioms and Slang
(cont.)

Other

ace in the hole
after a fashion
ahead of the game
all shook up
all washed up
are you putting me on?
as the crow flies
asleep at the switch
back seat driver
ball of fire
bark is worse than his bite
barking up the wrong tree
bats in your belfry
bawl out
beat around the bush
beat it
beauty sleep
bed of roses
behind the eight ball
beside himself
better late than never
big shot (cheese, wheel)
bite off more than you can chew
bite the dust
blow your top (cool)
bone to pick
break the news
break your word
brush up on
build a fire under
burn the midnight oil
burning the candle at both ends
burns me up
bury the hatchet
bushed
butter him up
by a hair
by hook or by crook
call it a day
call it quits
call the shots
can of worms
can't get over it
can't see the forest for the trees
car pool
chicken out
chip off the old block
cook one's goose
cool it
cool your jets
crack a book
crack a joke
crack up
cramp your style
cream of the crop
cut and dried
cut corners
cut it out
dead stop
dead to the world
die laughing
die of embarassment
die out
dime a dozen
do a double take
don't bite the hand that feeds you
dose of your own medicine
down in the dumps
down the drain (tubes)
drag one's feet
draw a blank
draw the line
drive a hard bargain
drop in the bucket
eat like a bird (horse)
end of one's rope
fake it
feel like a million dollars
finders keepers
fit like a glove
flip one's lid
fly off the handle
flying high
food for thought
fool around
fool proof
for keeps
fork out
forty winks
full of baloney
full of hot air
garage sale
get away with
get down to brass tacks
get even
get lost
get off my back
get the ball rolling
get the lead out
get to the bottom of

Idioms and Slang
(cont.)

Other (cont.)

get out of bed on the wrong side
ghost of a chance
give a hard time
give an inch and he'll take a mile
give me fire
give up the ghost
give yourself away
globe trotter
go around in circles
go fly a kite
go into orbit
go jump in the lake
go off the deep end
good as gold
grass is always greener on the other side of the street
grin and bear it
ham it up
handwriting is on the wall
hang a left
hang in there
hang loose
hang ups
have a ball
have the last laugh
have two strikes against you
have you lost your marbles
have your own way
high time
hit below the belt
hit the ceiling
hit the nail on the head
hit the sack (hay)
hold down a job
hold on to your hat (horses)
hold water
horse around
I am broke
Ice Cream Social
in a nutshell
in full swing
in hot water
in one's hair
in the dark
in the dog house
in the hole
in the pen
in the same boat
in vain
irons in the fire
jack of all trades
jump down one's throat
just scratched the surface
just what the doctor ordered
keep it under your hat
keep plugging away
keep the ball rolling
kick in the pants
kick the bucket
knock it off
know the ropes
knuckle sandwich
last straw
lay off
let off steam
let's burn rubber
let's split
lie down on the job
long shot
long winded
look daggers at
look down on
lose your shirt
lost cause
lower the boom
make a mountain out of a molehill
make ends meet
make fur fly
make yourself at home
man of his word
matter of life and death
money to burn
monkey business
move it or lose it
name is mud
needle in a haystack
not my cup of tea
not out of the woods
old flame
on a black list
on cloud nine
on edge
on pins and needles
on the ball
on the bandwagon
on the house
on the lookout
on the up and up
once in a blue moon
out of date
out of the question
out on a limb

Idioms and Slang (cont.)

Other (cont.)

over the hill
paint the town red
pass out
pass the buck
penny for your thoughts
pick a fight
pinch pennies
pins and needles
pipe down
pitch in
play on words
play second fiddle
polish off
polish the apple
pop the question
pound the pavement
pull strings
pull yourself together
puppy love
put a feather in your cap
put all your eggs in one basket
put on your thinking cap
put the cart before the horse
put your cards on the table
rain cats and dogs
read between the lines
red tape
ring a bell
rip off
rob the cradle
rock the boat
rub the wrong way
rule of thumb
run down
running behind
save it for a rainy day
second thoughts
security blanket
seeing is believeing
separate men from the boys
shaking in his boots
shape up or ship out
she slays me
ship shape
sink or swim
sitting pretty
sleep on it
small talk
snarf food
sound off
spaced out
spread like wildfire
spring chicken
stack the cards (deck)
start from scratch
steal his thunder
steal the spotlight
stick-in-the-mud
stick to your guns
strike home
strike it rich
strike while the iron is hot
take a back seat
take off
take sides
take the floor
take your hat off to
take your medicine
talk turkey
tall story
TGIF
that's tough
throw a fit
throw a party
throw in the sponge (towel)
throw the book at
tie the knot
tickled to death
time flies
time is ripe
time marches on
time of your life
time to hit the books
to the letter
to the tune of
touch and go
touch up
tow the line
tricks of the trade
turn in
turn the tables
turn over a new leaf
turned on
twiddle your thumbs
under the weather
under your wing
up in arms
up to something
ups and downs
upstage

Idioms and Slang
(cont.)

Other (cont.)

wait on
walk all over
walk on air
walk on thin ice
warm the bench
wash dirty linen in public
waste your breath
wear and tear
wear out your welcome
weather the storm
what a zoo
when my ship comes in
wind up
wipe out
word for word
word to the wise
writing on the wall
zip your lip

Proverbs

Don't cry over spilt milk.
It never rains but it pours.
Don't count your chickens until they're hatched.
The proof of the pudding is in the eating.
He who laughs last, laughs best.
He who hesitates is lost.
Look before you leap.
A bird in the hand is worth two in the bush.
When the cat's away, the mice will play.
A rolling stone gathers no moss.
Strike while the iron is hot.
A penny saved is a penny earned.
Beggars should not be choosers.
Like father, like son.
You may lead a horse to water, but you can't make him drink.
All that glitters is not gold.
A stitch in time saves nine.
A fool and his money are soon parted.
A watched pot never boils.
Never look a gift horse in the mouth.
Birds of a feather flock together.
Too many cooks spoil the broth.
You cannot have your cake and eat it too.
A barking dog never bites.
Make hay while the sun shines.
Rome wasn't built in a day.
When in Rome, do as the Romans do.
Absence makes the heart grow fonder.
The early bird catches the worm.
A new broom sweeps clean.
The pot calls the kettle black.
People who live in glass houses shouldn't throw stones.
One good turn deserves another.
A friend in need is a friend indeed.
Two wrongs do not make a right.
The pen is mightier than the sword.
Curiosity killed the cat.
Necessity is the mother of invention.
Actions speak louder than words.
Haste makes waste.
Every cloud has a silver lining.
Beauty is only skin deep.
You can't teach an old dog new tricks.
Don't cross the bridge until you come to it.
All work and no play makes Jack a dull boy.
Money burns a hole in your pocket.
Don't change horses in the middle of the stream.
Every dog has his day.
Let sleeping dogs lie.
Little pitchers have big ears.
Many hands make light work.

Proverbs
(cont.)

Leave no stone unturned.
An apple a day keeps the doctor away.
Live and let live.
Don't kill the goose that lays the golden egg.
Better late than never.
Where there's a will, there's a way.
Practice makes perfect.
The grass is always greener on the other side of the fence.
Take things as they come.
An ounce of prevention is worth a pound of cure.
Don't put off until tomorrow what you can do today.
No man is an island unto himself.
Blood is thicker than water.
Out of sight, out of mind.
Nothing ventured, nothing gained.
Early to bed and early to rise makes a man healthy, wealthy, and wise.
Mighty oaks from little acorns grow.
He who makes no mistakes makes nothing.
In concentration there is strength.

GOAL 18

1. Use idioms, similes, analogies, etc. in context during daily activities; talking about both literal and non-literal interpretations. Help students understand the relationship between the two explanations.

   Ex: "Warm as toast."
   While making toast, have student feel warmth of toast and introduce the analogy. Talk about other instances when they may feel "warm as toast;" such as beside a campfire, "all bundled up" ready to go outside and play in the snow, etc.

2. Select an "Idiom, Analogy, Simile, or Proverb of the Week." Utilize it as often as possible in context throughout the day. Set up or look for "real life" situations where students might use the term expressively.

   Ex: "Head in the clouds."
   Have students watch for fellow students "daydreaming."
   "Turn the other cheek."
   Talk about sportsmanship and general personal relationships. As situations arise during the week, apply idioms to help students better understand it.

3. Read fables to students and discuss the specific lesson involved. Help students role play or pantomime the story. Review the "lesson" as often as possible.

4. Use real illustrations (magazine pictures, photographs, drawings) to show the non-literal interpretation of whichever idiom, simile etc. you are emphasizing. Discuss why the literal interpretation applies to the picture depicting the concept figuratively.

   Ex: Talk about "Hit the nail on the head." Show a picture(s) of both interpretations and point out the similarities between the two situations.

5. Do a magazine or newspaper search and collect pictures depicting the concept being emphasized.

   Ex: "Up to his neck in work."
   "In a pickle."
   "He's a real ham."

GOAL 18

6. Group and discuss figurative terms or phrases (idioms, similes) according to applicability or general meaning. Use term interchangeably to help students generalize understanding and use.

Ex: Behavior Ideas:
Quit horsing around.
Don't monkey around.
Fool around.
Monkey business.
When the cat's away, the mice will play.

Mealtime Ideas:
Eats like a bird.
Drinks like a fish.
Could eat a horse.
Make a hog of yourself.
Eyes are bigger than your stomach.
Eats like a horse.

Work Ideas:
Keep plugging away.
Keep the ball rolling.
Call it a day.
Call it quits.
Knock it off.
Wind up.

7. Give the student a choice of two or three figurative statements and have them select the one which applies most appropriately to a specific situation. This activity can be done in the context of the actual situation or as a separate content activity. (Orally with verbal selections or in written form)

Ex: A student is daydreaming in class. Teacher says, "Would we say he has?"

__X__ his head in the clouds.
_____ curiosity that killed the cat.
_____ pulled the wool over his eyes.

One student is shoved by another and chooses to walk away without returning the insult. Teacher notes, "What did Brian do? He _____."

_____ got a slap in the face.
__X__ turned the other cheek.
_____ made it by the skin of his teeth.

GOAL 18

8. Show students illustrations depicting the multiple meanings of a given target word. Read a sentence and have student point to the picture that best describes the word in that context.

   Ex: Teacher reads, "You sleep in a bed" with illustrations that show:

   Bed you sleep in;
   Bed of a truck;
   Flower bed.

   Teacher reads, "Turn right at the fork of the road" as students choose from illustrations of:

   Fork you eat with;
   Pitchfork;
   Fork of a road;
   Fork in a tree.

9. A difficult activity would allow the student to make a "yes/no judgement" regarding a targeted multiple meaning word. The teacher can read a sentence or point out an example of target word then ask the student if a definition (supplied by the teacher) applies to the sentence.

   Ex: Teacher reads: "Tom scored the winning run. Does 'run' mean a term used in baseball?" (yes) R/L
   "Would run mean 'something you get in your stocking' in that sentence?" (no)

10. Give the students two or more definitions for a multiple meaning word. Make a statement utilizing the word and ask students to select the correct definition. The definitions can be given orally or written, depending on the students' capabilities.

   Ex: Teacher: "Which do I mean if I say 'You are brushing your hair'?"

   Brush (During grooming time) D
   1. Tools with stiff hairs
   2. Shrubs or bushes
   3. Rub against or touch
   4. Clean or rub with a brush

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10. Ex: Teacher: "What do I mean when I say that 'Ross will foot the cost of the dinner'?"

Foot (While eating out) CM
1. A measure of length
2. To pay the bill
3. The base or bottom
4. The leg part we walk on.

11. Students may enjoy drawing or telling the teacher how to draw illustrations to accompany the absurd interpretation of multiple meaning words, proverbs, similes, or humorous events.

Ex: Teacher: "People say 'Two heads are better than one.' Let's see what that would look like." Then discuss the alternative meaning.

12. Dramatize (role play) the selected idiom, simile, or proverb with individual student participation or as an entire class. Discuss the meaning.

Ex: Let's all be "as busy as a bee."
Show me "slow as a snail."
Let's pretend to "rock the boat. How would the boat feel?"
"'Zip your lips' everyone."

13. Have the students collect jokes or comic strips from magazines and share them with their classmates. Talk about the humor and absurdities involved.

14. Riddles contain many examples of figurative language. Make a list of easy riddles that can be utilized during "down time." Read a selected riddle and have students guess the answer or have them choose it from a given list.

Ex: "What animal keeps the best time?"

____ cat
_X_ watchdog
____ turtle

"What has a head and a tail but no body?"

_X_ penny
____ kite
____ cow

Additional suggested activities may also be found in the following areas of the manual:

Goal 7 --Activity 15

GOAL 19: The student will improve his ability to use nonverbal components of language in conversation.

In order to be "competent", language must be functional in a given situation. Part of the effectiveness of communication is determined by how well a speaker's communicative intent is expressed to a listener. Another part deals with one's role as a listener in conversation. The parameters of nonverbal communication effect both roles.

Some consider nonverbal communication to be of equal importance in communicating as the verbal channels. Certainly the nonverbal parameters (body language and movement, distance and space variables, vocal characteristics, and facial expression) may function independently or may be related to verbal communication. Nonverbal acts can be said to contradict, complement, or accentuate verbal acts. Nonverbal cues and facial expression serve as the primary conveyors of attitudes, and emotions. In a similar fashion, body language expresses much personality and conveys a great deal of information and attitudes.

GOAL 19

Nonverbal components of language are listed on the following page(excluding paralinguistic parameters which are listed with verbal skills). The list may be used for a reference or checklist as teachers or clinicians check for use, model the skills, and shape students's behaviors.

Activities for this goal include: (1) suggestions for modeling appropriate nonverbal language; (2) suggested teaching activities.

Goal Taps:

Cognitive skills
Use of personal information
Listening skills

Nonverbal Components of Language

_____ Body posture
(Ex: leaning forward to listen, reclining appropriately, shifting)

_____ Physical proximity
(Ex: distance between speaker and listener--depends on physical context, familiarity, content of message, cultural constraints)

_____ Physical contacts with objects or people
(Ex: light touches, hand on arm, physical demonstration, time and place variables)

_____ Movements of body
(Ex: whole body, hand-arm, foot-leg movements, use of head nods for feedback)

_____ Gestures
(Ex: movements to support verbal behaviors)

_____ Facial
(Ex: expression and recognition of intent, cues, emotions)

_____ Eye gaze
(Ex: mutual gaze, shifting gaze away)

_____ Pause time
(Ex: between words, between sentences, in response to questions)

Adapted from: "Pragmatic Assessment Protocol", a handout from Philip M. Printz.
Pragmatic Assessment and Intervention Issues, Gallagher and Prutting.

GOAL 19

1. Model the appropriate nonverbal behavior as associated with communication. Call the students' attention to the reasons for differences in physical proximity, facial expressions, body movement etc. Picture cues, or actual photographs of class members' facial expressions, or body language may be effective.

   Ex: Teacher models appropriate physical proximity when conversing with a close friend as opposed to when talking to a stranger ie. while shopping.

   Teacher models appropriate attentive listening behavior during conversation.

2. Call class's attention to good examples of appropriate nonverbal language behavior as it is observed in students throughout the day. Focus on observing and interpreting nonverbal behaviors.

   Ex: "Jerry, I really appreciated the fact that you looked at me when you were talking."

3. Redirect the physical position as well as the body posture and movement of the students throughout the day if it is seen as inappropriate.

   Ex: When two students are conversing and one is leaning into the other causing the other one to feel obviously uncomfortable, redirect the one's body posture to a more appropriate position.
   Teacher: "Jody, let's try asking Jack again without pulling his arm."

4. Role play various situations in which different types of nonverbal language behaviors would be appropriate. Help students understand why certain body movements, facial expressions, etc. are not appropriate.

   Ex: Set up a mock job interview. Model an applicant biting fingernails, eyes wandering around the room, sloppy posture, etc. Talk about why the behavior is inappropriate and how it could be changed.

5. The teacher may choose to purposely model inappropriate nonverbal language behavior to determine if the students can identify it as she models it. The teacher may also want to see if they recognize inappropriate behavior if other students as it occurs throughout the day.

   Ex: Teacher obviously avoids eye contact with partner when engaging in conversation. Teacher models lots of interupting during conversation with another followed by discussion of pause time.

6. Help students recognize and interpret nonverbal cues present in conversational exchanges. These include facial expression(smile, frown), eye gaze, head nods, apparent interest or disinterest, etc. Discrimination among facial expression, gestures, body movements, spatial orientation and distance should progress from simple to complex. A suggested order of progression has been identified as (a) match pictures of identical expression on same person; (b) make same--different judgments of expression with people or picture cues; (c) match similar expressions on different people using direct experience or pictures; (d) label and categorize posture or negative expressions; (e) label features that distinguish various expressions; (f) verbal labeling of expressed emotions, using direct experience, pictures, videotapes, or films. Similar sequences are suggested for interpretation of gestures and body movements.*

   Additional suggested activities may also be found in the following areas of the manual:

   Goal 3 --Activity 4

*Wiig, E. and Semel, E., p. 312.

GOAL 20: The student will improve his ability to use pragmatic skills.

Communicative competence has been said to relate knowledge of when to speak, when not to speak, where, in what manner, and with whom to speak (Hymes, 1972). This description seems particularly applicable to the needs of special populations. These abilities are most closely related to the area of pragmatics in language. Pragmatics deals with rules governing the use of language in context and the roles played by communication participants. The study of pragmatics relates the form and content of language to the "use" of language in social contexts. It is based on a functionalist notion that language must be examined and taught within the conversational act.

Those with the ability to apply pragmatic skills are much more effective in communication than those who lack the skills or use them inefficiently. They are capable of taking advantage of and interpreting all communicative experiences. The list of pragmatic skills (functions and conversational techniques) following this page illustrates the variety and relevance of pragmatics to social functioning. It also points to the relationships between attention, cognitive ability, syntactic and semantic constraints (vocabulary and meaning) as language is used to affect the environment.

GOAL 20

Activities included in this goal relate to: (1) suggestions for modeling appropriate pragmatic skills; (2) sample situations and contexts in which pragmatics can be stressed.

Goal Taps:

Cognitive ability
Memory skills
Syntactic skills
Following directions
Use of question language
Use of attributes and descriptors
Sequencing
Cause and effect relationships
Determining meaning from context
Nonverbal language components

Pragmatic Behaviors

Functions of Language

_____ Gain attention
Ex: "Hey." "Mrs. Brown..."

_____ Regulate another (get listener to do, believe, feel something)
Ex: "Hurry up, Mrs. B...."

_____ Request (objects, actions, information, clarification, permission)
Ex: "Can I have the butter, please?"

_____ Use imperatives, direct or indirect requests
Ex: "It belongs over here."

_____ Denial (asserting falseness or refusal)
Ex: "No, that's not it."

_____ Comment (on actions or objects via labels, descriptions, attributes, explanation, feelings)
Ex: "I like your new haircut."

_____ Statements of fact (fact, definitions)
Ex: "It's a windy day today."

_____ Making assertions
Ex: "I don't want to go bowling."

_____ Interactional (language in attempts to get along with others in social interaction)
Ex: "We are buddies."

_____ Statement of belief (claim, opinion, complimenting)
Ex: "It's nicer than his."
"That's a cute bag."

_____ Promising
Ex: "I won't do it anymore."

_____ Hypothesizing
Ex: "It could be from the rain."

_____ Problem solving
Ex: "That might be because he is tired."

Adapted from: "Pragmatic Assessment Protocol", a handout from Philip M. Printz.
Pragmatic Assessment and Intervention Issues, Gallagher and Prutting.
Communicative Competence: A Functional-Pragmatic Approach to Language Therapy, Charlann S. Simon.

Functions of Language (cont.)

_____ Predicting
Ex: "Tracy will not be in school next year."

_____ Complaining
Ex: "My feet hurt."

_____ Acknowledging (recognizes and responding appropriately)
Ex: "OK, I'll go."

_____ Protesting
Ex: "That's not my shoe."

_____ Describing (object, action, event)
Ex: "...and then we went to the movie, 'Star Wars'."

_____ Giving reasons
Ex: "Because I don't feel well."

_____ Giving expanded answers
Ex: "...and I live in West Burlington by the water tower."

_____ Entertain (use of humor, jokes, tease)
Ex: "Do you want to hear a joke, Jane?"

_____ Responding when called upon
Ex: "What? Did you want me?"

_____ Volunteering to communicate
Ex: "I know. Because it's too cold out."

_____ Imagining (creative form of reality)
Ex: "Let's pretend to be_____."

_____ Heuristic (use of language to learn and explore reality
Ex: "Tell me why."

Conversational Techniques

_____ Greeting
Ex: "Hi, Doug."

_____ Introducing (self, topic, others)
Ex: "My name is Jill." (self)
"I saw a good movie last night." (topic)
"This is my friend, Joe." (others)

_____ Selecting and specifying a topic
Ex: "I have a pet at home."

Conversational Techniques (cont.)

_____ Maintaining a topic
Ex: "That's what I thought too..."

_____ Changing a topic (using transitions appropriately)
Ex: "That reminds me..."

_____ Appropriate listening (attending, as an individual in discourse or as a member of a larger group)
Ex: Child does not interupt and shows listening skills.

_____ Turn Taking
Ex: Child waits for speaker to finish before talking.

_____ Repair/Revision (clarification provided in a new way)
Ex: "I meant the one with the big sleeves and red buttons."

_____ Give feedback to a speaker
Ex: "Um hum."
"Oh really."
"That's neat."
"Oh, no."

_____ Use of tact
Ex: "I don't care for any more."

_____ Use of politeness forms
Ex: "Go get his boots for me, please."

_____ Giving appropriate amount of information (expanding information a new topic, use of appropriate referents(pronouns, articles), ellipses)
Ex: We have a new boy in class. His name is Joshua. Joshua is seven. He lives in Mediapolis.

_____ Varying communicative style (adaptations in politeness, quality, content and grammar appropriate to audience)
Ex: "Because it's neat."

_____ Use of paralinguistic parameters
--overall intelligibility (distinctness vs. slurred)
--intensity (loudness) Ex: Too loud or soft
--rate Ex: Too fast or slow
--stress and emphasis Ex: It was <u>really</u> hot.
--fluency (smoothness of message) Ex: words and pauses appropriate

_____ Closing a conversation
Ex: "Have a good day. See you tomorrow."

GOAL 20

1. As a teacher, each day you are providing a visible model for the students in reference to appropriate verbal pragmatic skills. Instructors can continually give correct examples for conversational techniques such as turn taking, initiating conversation, varying communicative style, etc. Likewise, throughout each day the teacher can teach and train students in ways that allow the discovery of the various forms of language use (requesting action, protesting, and calling, for young children; and greeting, labeling, requesting answers, and answering for older students). For example, if teaching labels for things, do so within the functional context of having the child ask for "more _____" or "I want _____" and "no _____."

2. Students should be complimented when they exhibit good pragmatic skills such as turn taking, using politeness forms, remaining on topic, etc.

   Ex: Teacher: "Did all of you notice that Richard's comments were relevant to what we were talking about?"
   Teacher: "I like the way you said 'Good morning' to Tara ."

3. As the teacher observes students exhibiting inappropriate verbal pragmatic skills, it is important that he/she redirect in a more correct way.

   Ex: "Brenda, Jill would enjoy visiting with you more if you would let her finish talking before you started to speak."
   "Leslie, I didn't know we had ended our conversation. You just walked away from me! Try saying 'See you later' before you leave."

4. Role playing is a technique which is particularly valuable in the area of pragmatics. Teachers set up role playing or practice situations frequently while working on academic, motor, vocational, or skills related to functions in the community. Conversation becomes a natural process that the teacher can direct; practicing pragmatic behaviors. Many times during these situations, the teacher can "set up" special situations to "force" different types of language use. For example, a lid that is on too tight will require a request for help. A toy that is too high on a shelf, or a pen that won't write usually will trigger a question from a younger child. A new game with no rules, an absurd request ("Run to the moon and back"), or an uncommon mistake by an adult will usually generate much language from an adolescent.

GOAL 20

5. The teacher may choose to purposefully show poor pragmatic skills to make students more aware of the consequences of inappropriate behavior.

   Ex: Teacher and aide engage in dialogue that violates rules for turn taking, revising, interupting, etc. Discuss poor model with the students and ask them "better" ways to carry on the dialogue.

6. The following is a list of situations which are especially good contexts in which pragmatic behaviors could be rehearsed:

   --Mock job interviews.
   --Telephone skills.
   --Use of humor (a joke time).
   --Conversation with strangers (restaurants, shopping, one on one conversation).
   --Puppet shows.
   --Taking roles when playing "store, restaurant, bank, gas station, cafeteria, hospital, fire station, school, or house."
   --Simple assembly tasks in which each step is in control/ possession of adult and must be requested.
   --Transparent box or jar of desirable objects or edibles which is "childproof"--requires adult help to open.
   --"Grab bag" games where children describe objects or select and request objects for other children to find.
   --Situations in which children are offered or requested to take their turn.
   --"Where is it?" games
   --"Find another" games
   --Contexts rich with toys which must be passed to another child or adult at regular intervals. Children communicate preferences.

7. Select a "junior teacher of the day" so students can practice the language involved with leadership, such as asking questions, giving instructions and information, commenting, etc.

GOAL 20

8. As part of regular vocational, domestic, recreational/leisure, and community mobility activities, emphasize a wide variety of language uses. The following procedure is an example of how one daily activity could stimulate the use of basic verbal pragmatic skills.

Procedure

1. Teacher is in classroom waiting for students to enter.
   Note: Does child use "greeting"?

2. Teacher places balls where students can see them but out of students' reach. Teacher says, "I'd sure like to play ball."
   Note: Does child use "request for object"?

3. Teacher asks, "Do you want to play softball or basketball?"
   Note: Request for object

4. Teacher gives student a different ball than they requested.
   Note: Protesting

5. Teacher says, "Didn't you say you wanted the ____?" (Again opposite of what they requested)
   Note: Denial

6. Teacher gets appropriate ball, however it is flat.
   Note: Comment on object
   Describing
   Problem solving
   Giving reasons
   Statement of fact

7. During interaction the teacher can mumble so students have difficulty with understanding.
   Note: Request for clarification

8. Other pragmatic skills which could also be noted are:
   --gaining attention
   --making assertions
   --statement of belief
   --acknowledging
   --responding when called upon
   --volunteering to communicate
   --giving expanded answers
   --maintaining a topic
   --appropriate listening
   --turn taking
   --use of paralinguistic parameters

GOAL 20

Additional suggested activities may also be found in the following areas of the manual:

Goal 6 --Activity 7
Goal 9 --Activity 2
Goal 16 --Activity 6
Goal 18 --Activities 13, 14

Additional "Avenues" to Use With Many Goals

The following techniques, materials, or suggestions would be applicable for use with several suggested goals. These may or may not have been described in activities listed but are noted as here to reinforce their great value in articulation and language facilitation.

1. Use natural language activities: snacks, grooming, water play, sand play, games, dolls, blocks, play phones, kitchen, playground equipment, board games, trips in the community, all domestic activities, prevocational activities, arts and crafts, special visitors, assemblies, etc.

2. To foster expressive responses try: hidden items, withholding items until a response is given, deliberately give wrong item that child doesn't want, using motor games, giving wrong directions.

3. Use group activities for conversation whenever possible. Let students switch roles in the group.

4. Utilize a language master for practice with cognitive, syntax, listening, following direction goals. Pictures can be added to the cards for matching, sequencing or descriptor practice.

5. Utilize phone calls by having student do them for you while at school. Leave the room and call a student yourself or ask a family member, another teacher or student to call at an appointed time.

6. Use a tape recorder for listening, following directions, syntax, and conversational goals. Students enjoy listening and making tapes. Let them give instructions, answers, form sentences, describe, converse with you, etc. all on tape!

7. Use group activities in novel ways. Making crafts, play dough, Koolaid, pudding, popcorn, etc. all of which teachers do weekly, are fantastic language experience times.

8. Role play, imagine, pantomime whenever possible. Incorporate language form, content and function throughout the fun.

9. Utilize a "picture of the day" for group discussion.

10. Incorporate bulletin boards with language or speech-sound "themes." Display students' ideas, sentences, good words, etc.

11. Incorporate scrapbooks to remember language related activities, "words" that we can say clearly or "new words (ideas, sentences) we know."

12. Create games that use language. Ex: category bingo, take-a-turn-to-tell... games, "If I _____ games", "What's wrong here?" games.

13. A peek-a-boo game is an example of a ritualized action sequence that involves existence, disappearance, and recurrence and as such relates to many language goals. For older or more advanced students, change "peek-a-boo" to "hide the ____" games, where the teacher responds with "you're close (hot)" or "you're far away (cold)" as the student searches for the hidden object.

14. Modify traditional games to incorporate language or articulation emphasis. "Go fish, concentration, matching, sequencing" are all enjoyable.

Directions of Future Development

Examination of this project currently points to additional needs. The authors hope to continue refinement of the goals and activities section as ideas are generated through teacher feedback and experience. Certainly modifications or clarifications may be necessary. Additional "content" material and lists may be developed and added.

The authors recognize the need for an individual student profile sheet that relates the selected goals and activities to initial skills and allows for the charting of progress. Such a profile may suggest and augment other testing procedures. Similarly, methods need to be developed to monitor and/or measure progress of the classroom language emphasis in an ongoing fashion. Teacher questionaires, clinician evaluation, and possible measures of "student change" will become a necessary part of the evaluation of this approach.

Suggestions for Articulation Emphasis

Practice on articulation (speech sounds) needs to be on a daily basis. That is the reason we are providing picture cards to be used in the classroom. It is our intention that the teacher use them a minimum of once a day at a time best determined by the class schedule. An alternative, and more interesting way to use the drill cards would be to use them at unscheduled times, during breaks which we will refer to as "down time."

Throughout the course of the day, "down time" occurs periodically. Although each teacher can think of other examples, we note that such times may include:

--while waiting for all the students to arrive
--between "lessons" or activities
--while waiting to change rooms, or go to another site
--before and after lunch
--while waiting for a bus
--while riding in vehicles to participatory events
--standing in lines
--during quiet closing times

The size and portability of the picture cards should allow for easy use during these available free minutes. The teacher could capitalize on otherwise unused time and would not actually be working on speech at the expense of other curricular goals.

Another requirement for successful articulation practice is that it should be enjoyable. Instead of labeling the cards as "practice words" we suggest each classroom discover a title for the words such as "Superwords", "Word Power Pictures", or "Tongue Twisters." Teacher enthusiasm for presenting the practice cards will reflect in the students' enthusiastic participation. If the drill time affords fun and success for the students, they will want to participate and may generalize much faster.

Although the primary emphasis during practice time will be on accurate use of beginning sounds, secondary benefits may occur. These may include: (1) Improved use of other sounds (endings and middle sounds), (2) Overall vocabulary improvement, (3) Improved sight word vocabulary since each card contains the printed word, (4) Expansion of expressive language.

When beginning sound practice, the teacher may need to preface work with reminders of the first sound and brief remarks about how to produce that sound. Students may respond as a group or individually as deemed appropriate for the class situation. Even though the Speech/ Language Clinician initially will inservice teachers regarding presentation methods and suggest those most appropriate for classroom use, some examples follow:

Immediate Imitation:	Teacher:	"Banana. Say Banana."
	Student:	"Banana."
Delayed Imitation:	Teacher:	"Banana. That's something we eat, isn't it? What do we eat?"
	Student:	"Banana."
Cued spontaneous response:	Teacher:	"This starts with 'b' sound and it's a food. What is it?"
	Student:	"Banana."
Spontaneous response: (no model)	Teacher:	"Tell me what you see."
	Student:	"Banana."
Imitated phrases or : short sentences	Teacher:	"Eat the banana. Now you say it."
	Student:	"Eat the banana."
Spontaneous phrases or : short sentences	Teacher:	"What do we do with the banana?"
	Student:	"Eat the banana."
Spontaneous sentence : formation	Teacher:	"Tell me about this. Use its name."
	Student:	"Monkeys eat bananas."

The picture cards can be used in virtually an unlimited number of ways. (Keep in mind that for some students the clinician and teacher may decide to use objects instead of pictures for articulation practice; however, many of the same methods may be used.) This list of activities may be expanded as the teacher and Speech/Language Clinician determine appropriate.

--May add names of students beginning with "target" sound.

--May tape "stars" or markers to the actual items in the class that match the drill picture cards you emphasize to foster generalization of sound use when talking about objects.

--Let the students take cards and match them to real objects when possible.

--Allow a student to be "teacher's helper" or "teacher" when leading the practice session. Student may say the word for others to imitate.

--Allow students to choose from the pile of target pictures.

--Have one student choose a picture, saying it to the next child, etc. around the circle.

--Have timed practice where you see how many times you can "all" say the words together (in the best way) before reaching x destination or before 4 minutes are up. Next time, try to improve the score!

--Use fill-in-the-blank or definitions whereby students give the answer either having seen the picture or without the picture in view.

--Hide the picture behind you or in a paper folder or sleeve. Give clues and have students guess the name of the card, making sure the first sound is correct.

--Teacher says the name of the cards aloud, but occasionally "goofs" purposefully, asking students to "fix it up."

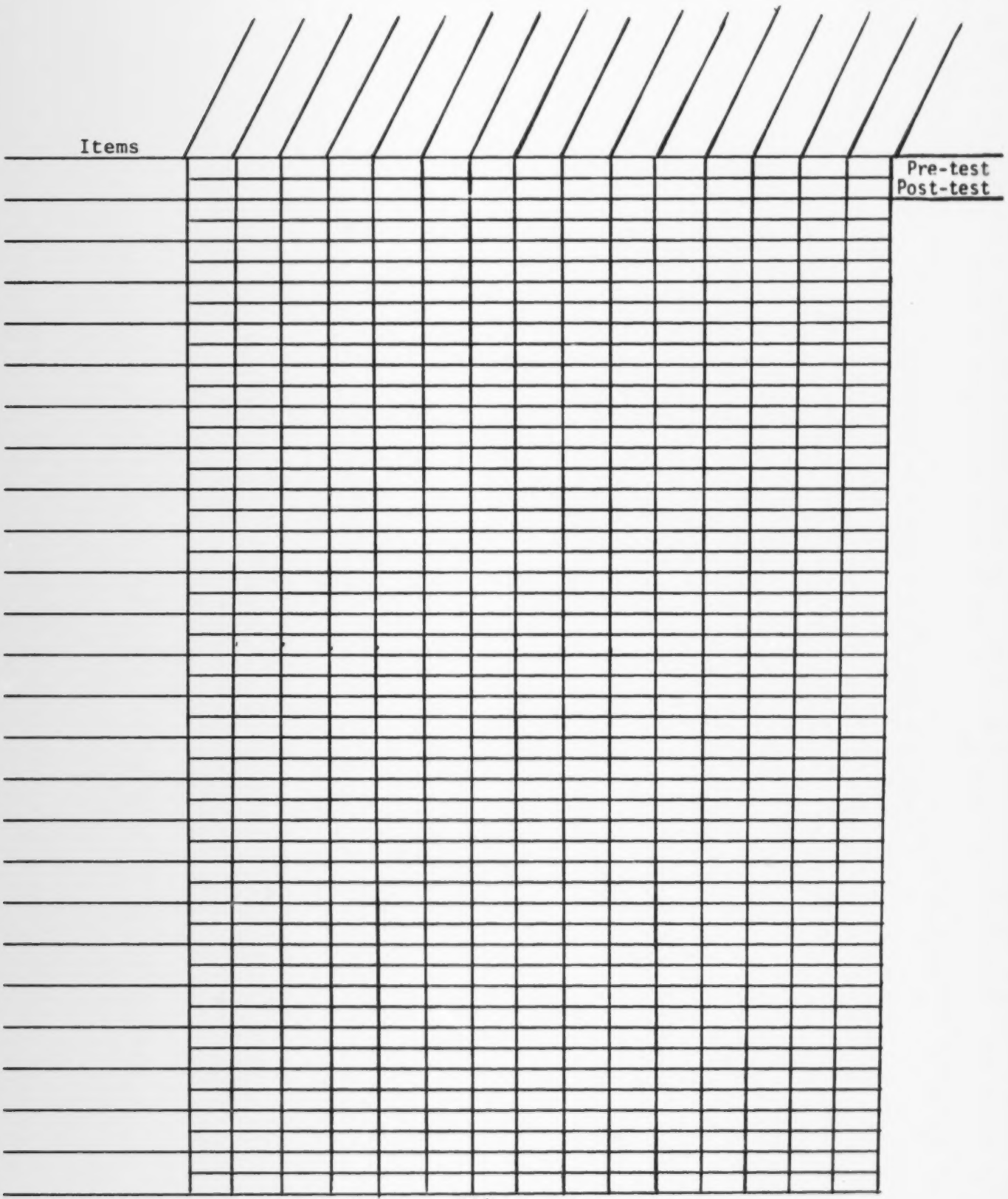
--Lay cards face down. Students choose 10-12 of the group that they would like to practice in the short time you have.

--Look for generalization to conversational use. Model and remind of correct use as you encounter the same words in other situations.

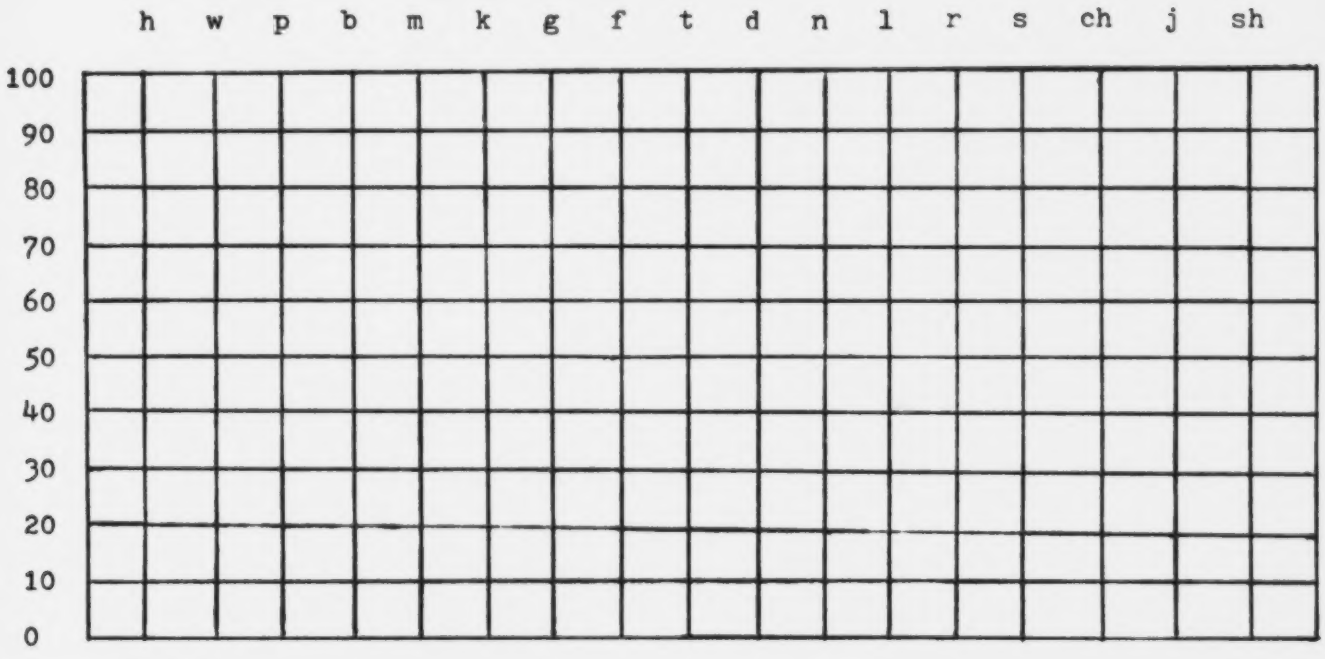
Class: _____

TARGET
PHONEME / /

Students

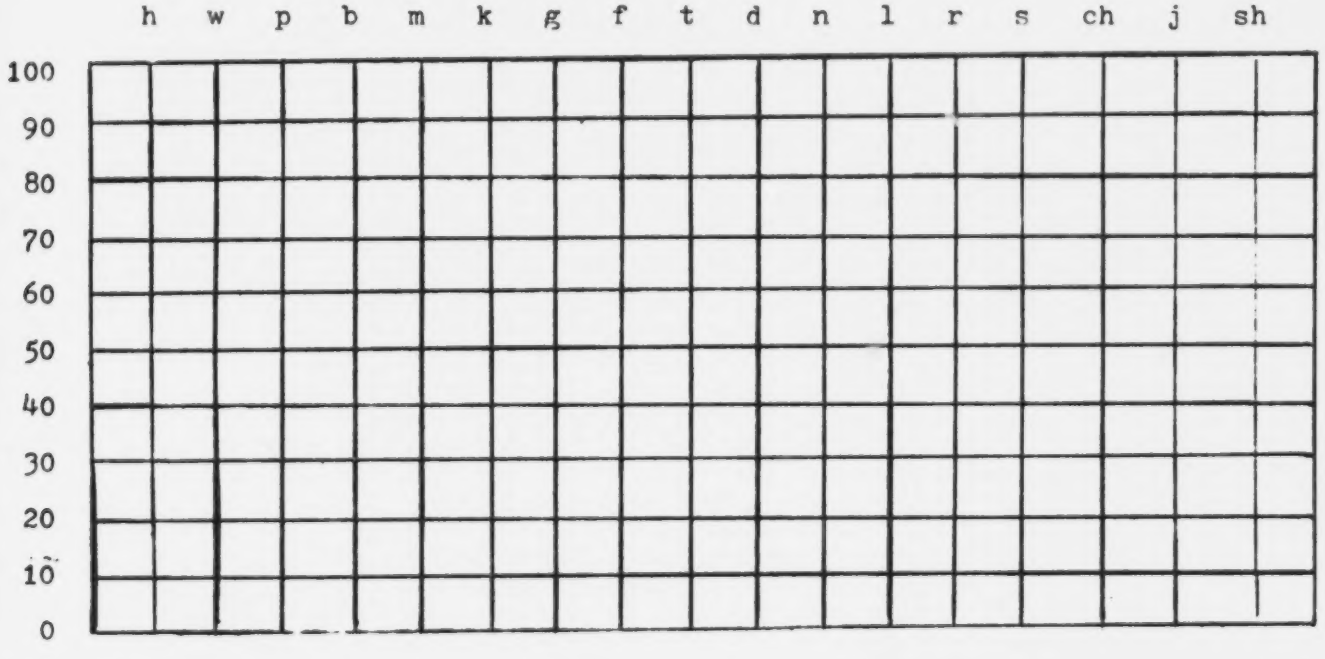


Student:_____



Date of test_____ Color_____ Examiner_____
Date of test_____ Color_____ Examiner_____
Date of test_____ Color_____ Examiner_____
Date of test_____ Color_____ Examiner_____

Student:_____



Date of test_____ Color_____ Examiner_____
Date of test_____ Color_____ Examiner_____
Date of test_____ Color_____ Examiner_____
Date of test_____ Color_____ Examiner_____

"h" /h/

_____ * hair
_____ hair dryer
_____ hair spray
_____ * hamburger
_____ hammer
_____ hand
_____ handkerchief
_____ hanger
_____ * happy
_____ * has
_____ * hat
_____ have
_____ * he
_____ * head
_____ * hear
_____ * heart
_____ hello
_____ * help
_____ * hide
_____ * hill
_____ him
_____ hoe
_____ * hop
_____ holiday
_____ * home
_____ * horn

_____ * horse
_____ hose
_____ hospital
_____ * hot
_____ * hot dog
_____ * house
_____ * hurt

"w" /w/

_____ wagon

_____ waiter

_____ waitress

_____ * walk

_____ * wall

_____ * wash

_____ * washcloth

_____ wastebasket

_____ * watch

_____ * water

_____ * wave

_____ weather

_____ weave

_____ Wednesday

_____ * week

_____ * well (feeling)

_____ wet

_____ * wind

_____ * window

_____ * winter

_____ * witch

_____ * wood

_____ * word

_____ * work

_____ women

"p" /p/

_____ * paint
_____ * pajamas
_____ * pan
_____ * pancakes
_____ * pants
_____ * paper
_____ paper clips
_____ paper plate
_____ parade
_____ park
_____ paste
_____ pattern
_____ * pay
_____ peanut butter
_____ * peas
_____ * pen
_____ * pencil
_____ penny
_____ * people
_____ * pepper
_____ perfume
_____ * piano
_____ * pick up (toys)
_____ picnic
_____ * picture
_____ * pie
_____ * pig
_____ * pillow
_____ ping pong
_____ pins
_____ pocket
_____ poison
_____ police
_____ * policeman
_____ pool
_____ pop
_____ * potatoes
_____ post office
_____ potholders
_____ * pour
_____ pudding
_____ * pull
_____ puppet
_____ * purse
_____ * push
_____ * put on (clothes)
_____ puzzle

"b" /b/

_____* baby
_____* back
_____* bacon
_____ bag
_____ ball
_____* balloon
_____* banana
_____* bank
_____* barn
_____ barrette
_____* baseball
_____* baseball player
_____* basket
_____* basketball
_____* bat
_____ bath
_____* bathing suit
_____* bathroom
_____* bath tub
_____ battle
_____ Battleship
_____* bear
_____* bed
_____* bedroom
_____* bedspread
_____* bee
_____ bell
_____* belt
_____* bicycle
_____* big
_____* billfold
_____ Bingo
_____* bird
_____ birthday
_____* boat
_____* body
_____ bolt
_____* book
_____* boot
_____ boss
_____* bottle
_____* bow
_____* bowl
_____ bowling
_____* box
_____* boy
_____ bubble
_____* bug
_____* buggy
_____* build
_____* bunny
_____* burn
_____* bus
_____ bus pass
_____* butter
_____ button
_____* buy

"m" /m/

_____ macrame
_____ magazine
_____ magic marker
_____ * make
_____ make-up
_____ * man
_____ match
_____ * matches
_____ * measure
_____ measuring spoons
_____ * meat
_____ * mechanic
_____ medicine
_____ men
_____ menu
_____ McDonald's
_____ * milk
_____ * milkman
_____ * milk shake
_____ * mirror
_____ * mitten
_____ * mom
_____ mommy
_____ Monday
_____ * money
_____ * monkey
_____ * month
_____ mop
_____ mother
_____ * motorcycle
_____ * mountain
_____ * mouse
_____ * move
_____ music

"k" /k/

_____ * cabinet
_____ * cake
_____ calendar
_____ * camera
_____ camping
_____ * can
_____ * candle
_____ * candy
_____ Candyland
_____ * cap
_____ * car
_____ cards
_____ * carrot
_____ * carry
_____ * cat
_____ * catch
_____ * coat
_____ * coffee
_____ * cold
_____ collection
_____ cologne
_____ * colors
_____ * comb
_____ computer
_____ * cone
_____ * cook
_____ cookbook
_____ * cookie
_____ cord
_____ * corn
_____ * couch
_____ * cough
_____ count
_____ * country
_____ * cow
_____ * cowboy
_____ * cup
_____ cupboards
_____ curling iron
_____ curtains
_____ * curve
_____ * cut
_____ K-mart
_____ * key
_____ * kick
_____ kiss
_____ * kitchen
_____ * kite
_____ Kool-aid

"g" /g/

_____ gain

_____ gallon

_____ * game

_____ garage

_____ garbage bag

_____ * garden

_____ gasoline

_____ * gate

_____ * get

_____ gift

_____ * girl

_____ * give

_____ * go

_____ gold

_____ golf

_____ good

_____ govern

_____ government

_____ guess

_____ guitar

_____ * gum

_____ gun

"£" /f/

_____ fabric

_____* fail

_____* fair

_____* fall

_____* family

_____ fan

_____* farm

_____ fat

_____* father

_____* feather

_____* feet

_____* field

_____* fight

_____* finger

_____* fingernail

_____* fire

_____* fireman

_____* fish

_____* five

_____ folding

_____* follow

_____* food

_____* foot

_____* football

_____* forest

_____* fork

_____ found

_____* four

_____ furniture

_____* phone

_____ photography

"t" /t/

_____ * T.V.
_____ * table
_____ take
_____ * talk
_____ tape
_____ teacher
_____ * teeth
_____ telephone
_____ television
_____ ticket
_____ * tie
_____ * tiger
_____ * time
_____ * toast
_____ * toe
_____ * toilet
_____ * toilet paper
_____ token (bus)
_____ * tomato
_____ tools
_____ * tooth
_____ * toothbrush
_____ * toothpaste
_____ * top
_____ * towel
_____ * town
_____ toy
_____ Tuesday
_____ * turn
_____ * turtle
_____ typewriter

"d" /d/

_____ * daddy
_____ * dance
_____ danger
_____ * day
_____ * deer
_____ deoderant
_____ * desk
_____ detergent
_____ dice
_____ * dig
_____ dime
_____ * dining room
_____ * dirty
_____ dish
_____ * dishcloth
_____ dishes
_____ dishtowel
_____ dishwasher
_____ do
_____ * doctor
_____ * dog
_____ * doll
_____ dollar
_____ * door
_____ * duck
_____ dump

_____ dust
_____ dustpan

"n" /n/

_____* knee

_____* knife

_____* knock

_____* nail

_____ nail polish

_____ nail polish remover

_____* name

_____* napkin

_____* neck

_____ necklace

_____ needles

_____* nest

_____ new

_____* newspaper

_____ nickel

_____* night

_____ no

_____* nose

_____* number

_____ nurse

_____* nut

"l" /l/

_____ * ladder
_____ ladies
_____ * lamp
_____ latchhook
_____ * laugh
_____ laundromat
_____ laundry
_____ * lay down
_____ lawnmower
_____ * leaf
_____ * learn
_____ * left
_____ * leg
_____ Legos
_____ lemon
_____ * lettuce
_____ library
_____ lid
_____ * light
_____ * like
_____ * line
_____ lip
_____ lipstick
_____ * listen
_____ * little
_____ * living room

_____ lock
_____ long
_____ * look
_____ lost
_____ lotion
_____ * love
_____ lunch

"r" /r/

_____* rabbit
_____* raccoon
_____* radio
_____ rag
_____* rain
_____ rake
_____* reach
_____* read
_____ record
_____ record player
_____ red
_____* refrigerator
_____ restaurant
_____ rest room
_____* ride
_____ right
_____* ring
_____* river
_____* road
_____* robe
_____* rock
_____* roll
_____* room
_____* rooster
_____* round
_____ rub
_____* rug
_____ ruler
_____* run
_____* wrist
_____* write

"s" /S/

_____ cereal
_____ * cigarette
_____ * circle
_____ * circus
_____ * city
_____ sack
_____ sad
_____ * sail
_____ * salt
_____ * sandwich
_____ * Santa Claus
_____ Saturday
_____ * saw
_____ scissors
_____ season
_____ secretary
_____ see
_____ * send
_____ sewing
_____ sewing machine
_____ sick
_____ sidewalk
_____ silverware
_____ * sink
_____ * sing
_____ * sister

_____ sit
_____ soap
_____ soccer
_____ * sock
_____ * sofa
_____ softball
_____ softener
_____ * son
_____ sorry
_____ * soup
_____ * suit
_____ * summer
_____ * sun
_____ Sunday

"ch" /ʧ/

_____ chain

_____ * chair

_____ chalk

_____ chalkboard

_____ * change

_____ check

_____ checkers

_____ cheek

_____ * cheese

_____ chew

_____ * chicken

_____ * child

_____ * children

_____ * chin

_____ chips (potato)

_____ * chop

_____ * church

"j" /ʤ/

_____* giraffe

_____* jacket

_____ Jacks (as in the store)

_____* jar

_____ jeans

_____ jello

_____ jelly

_____ jewelry

_____ job

_____ jogging

_____ juice

_____* jump

_____ junk food

"sh" /ʃ/

_____ shake

_____ shampoo

_____ shave

_____ shaving cream

_____ * she

_____ * sheep

_____ sheet

_____ shelf

_____ * ship

_____ * shirt

_____ * shoe

_____ shoe polish

_____ shop (shopping)

_____ short

_____ shot (needle kind)

_____ * shoulder

_____ shovel

_____ * show

_____ shower

_____ sugar

Preface to Illustrations

These cards were designed as supplemental materials to aid in presentation of goals regarding sequencing, descriptive language use, question language, and problem solving. In designing the materials, emphasis for content was given to functional events that are often stressed for trainable students. More detail was given to sequences not otherwise depicted in sequence sets available commercially.

The cards are designed as a "unit" each of which contains a cover card, cards showing the steps for the sequence, pertinent vocabulary cards, and "conversation starter" cards relating to the activity. The cards are unnumbered even though logical sequences are depicted. In this way, they are versatile for shortening the length of the sequence, adding irrelevant cards to the sequence, or utilization in an "out of sequence" fashion. Suggestions for these techniques appear in the manual. In addition to sequencing, the sequence pictures and vocabulary cards can be utilized for vocabulary development, matching, comparisons, and categorizations. They can be used in discussion about future field trips or activities, taken with the class to build the "time lines" suggested in the manual, and in discussion about completed events. In this fashion they could be useful for goals dealing with question language, predicting outcomes, cause and effect relationships, accurate story telling, giving directions, and practice with memory skills. All "form" (grammar) goals may be supplemented by use of the cards as needed.

Bowling

Sequences Shown

1. Boarding a bus
2. Riding on a bus
3. Entering building
4. Obtaining bowling shoes
5. Putting on bowling shoes
6. Selecting a ball
7. Bowling and scoring
8. Changing to street shoes
9. Returning the ball
10. Preparing to leave the bowling alley
11. Leaving the building
12. Returning to school

Vocabulary Cards

Bowling ball
Bowling pin
Bowling shoes
Alley
Scorecard
Strike
Spare

Conversation Starters

1. What's wrong here?
2. What's wrong here?
3. What's wrong here?

Toasting Bread

Sequences Shown

1. Plugging in toaster
2. Obtaining butter from refrigerator
3. Removing knife from drawer
4. Removing a slice of bread from the loaf
5. Placing slice in toaster and pushing lever down
6. Removing toast from toaster
7. Buttering toast
8. Eating toast

Vocabulary Cards

Single slice of bread
A loaf of bread
Toaster
Butter
Knife
Spreads (jelly, jam, peanut butter)

Conversation Starters

1. Problem solving

Street Crossing

Sequences Shown

1. Approaching busy intersection marked by stoplights
2. Pushing button to use crosswalk
3. Waiting for light to change and traffic to stop
4. Starting to cross street
5. Crossing intersection
6. Crossing completed

1. On curb of unmarked intersection
2. Checking for traffic one way
3. Checking for traffic--opposite direction
4. Walking safely through intersection
5. Crossing completed

Vocabulary Cards

Intersection (traffic lights)
Intersection (stop signs)
Stoplight showing red
Stoplight showing green
Stoplight showing yellow
Stop sign
Suspended stoplight
Traffic and pedestrians

Conversation Starters

1. What's wrong here?
2. What's wrong here?

Grocery Shopping

Sequences Shown

1. Entering grocery store
2. Selecting a grocery cart
3. Shopping in aisle
4. Reaching for an item
5. Dropping item in the grocery cart
6. Placing groceries on conveyor
7. Paying for groceries
8. Receiving change
9. Leaving grocery store

Vocabulary Cards

Entrance to a grocery store
Store aisle
Grocery cart
Check-out counter
Money
Jug of milk with price
Full grocery bag

Conversation Starters

1. Problem solving
2. Problem solving
3. What's wrong here?
4. What's wrong here?

McDonalds

Sequences Shown

1. Leaving school
2. Arriving at McDonalds
3. Ordering at the counter
4. Paying for food
5. Receiving change
6. Obtaining napkin and condiments
7. Walking to booth
8. Eating in a booth
9. Emptying tray

Vocabulary Cards

Tray with food
Drink with straw
Sandwich
Trash container
Restrooms
Counter with napkins, straws, etc.
French Fries
Menu

Conversation Starters

1. What's wrong here?
2. What's wrong here?
3. Problem solving.
4. Problem solving.

Telephone

Sequences Shown

1. Approaching telephone
2. Selecting number
3. Removing receiver
4. Punching number
5. Conversing on the phone
6. Replacing receiver

Vocabulary Cards

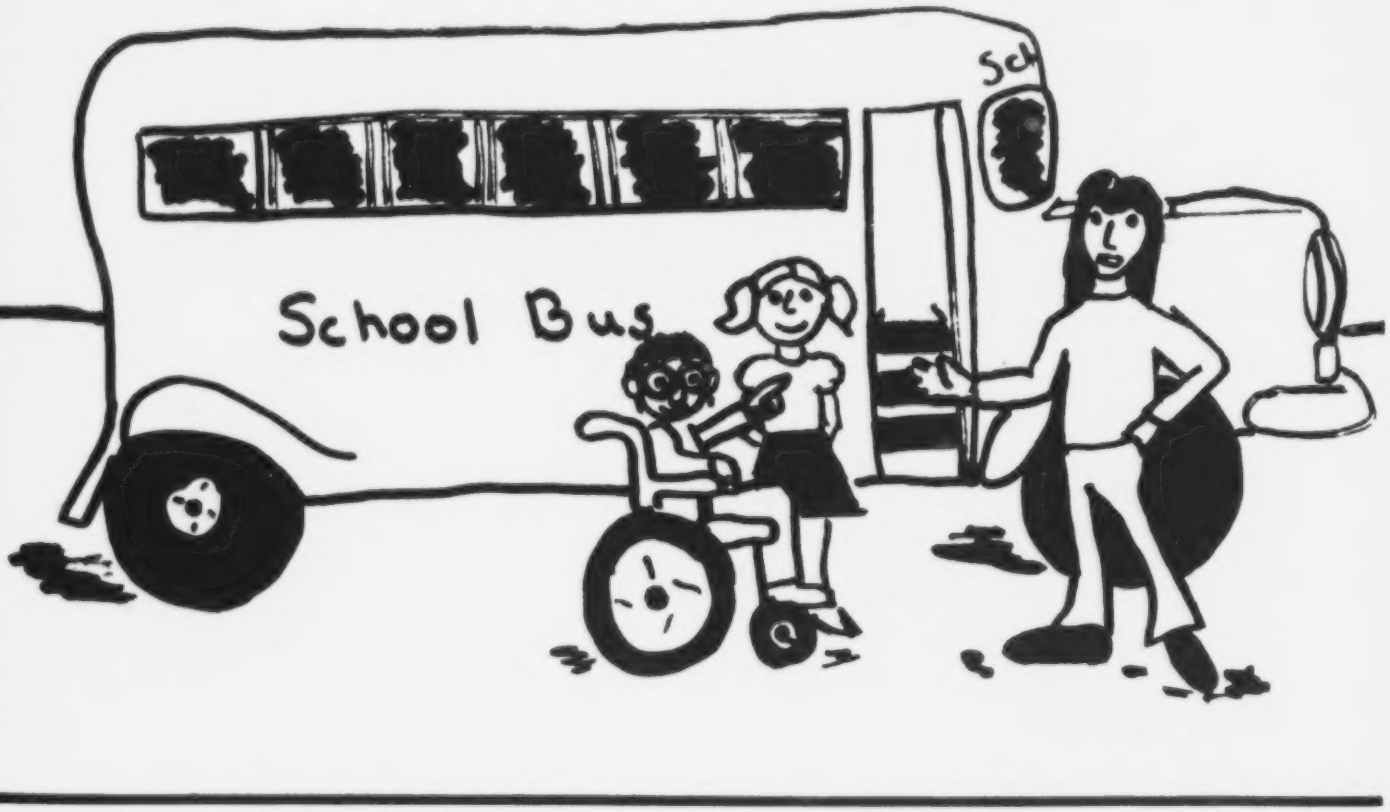
Telephone directory
Telephone booth
Pay phone
Table phone (dial)
Wall phone (push button)

Conversation Starters

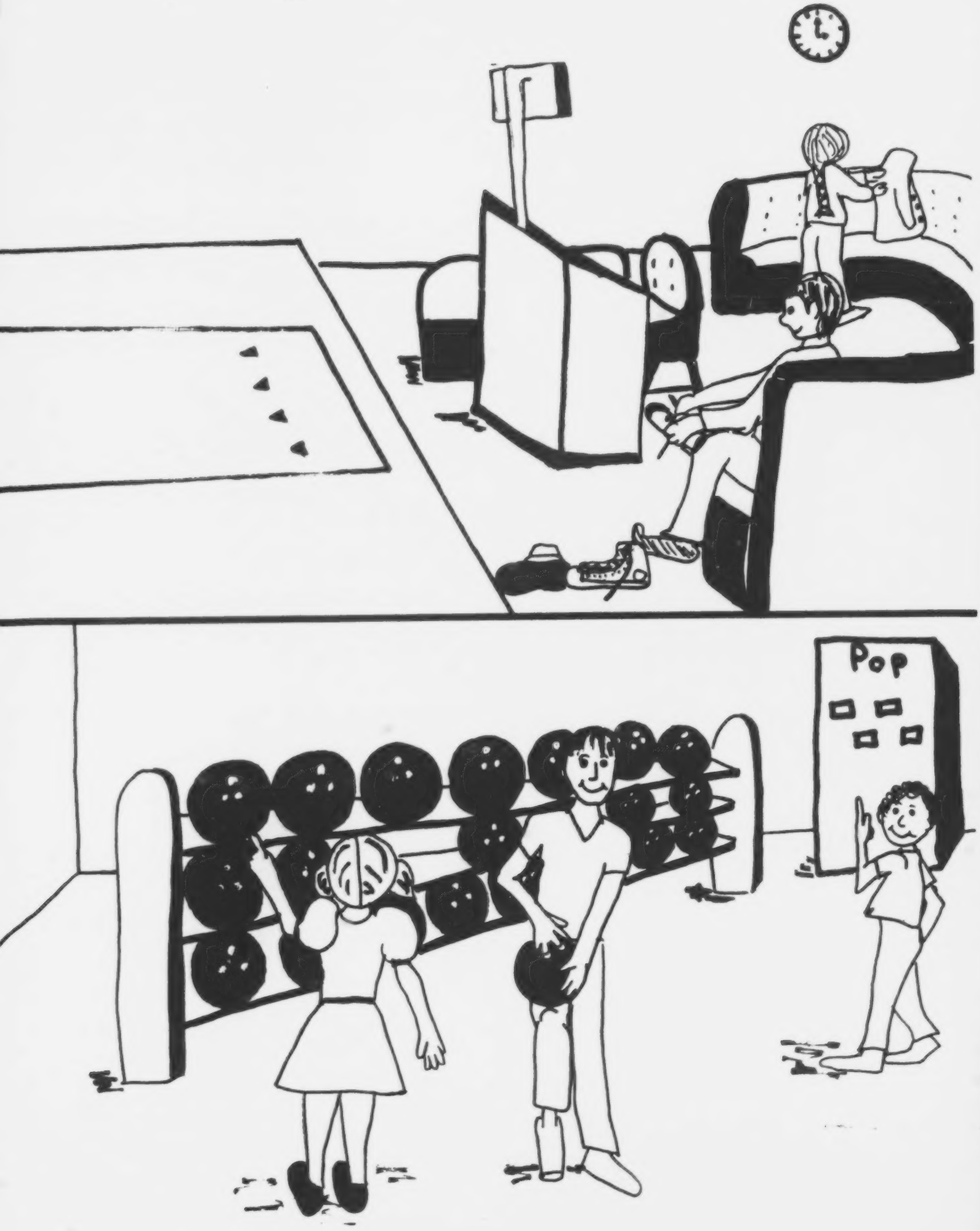
1. Problem solving
2. What's wrong here?

Illustrations of Bowling

School Bus
Stop
Bowling
Shoes


School Bus

School Bus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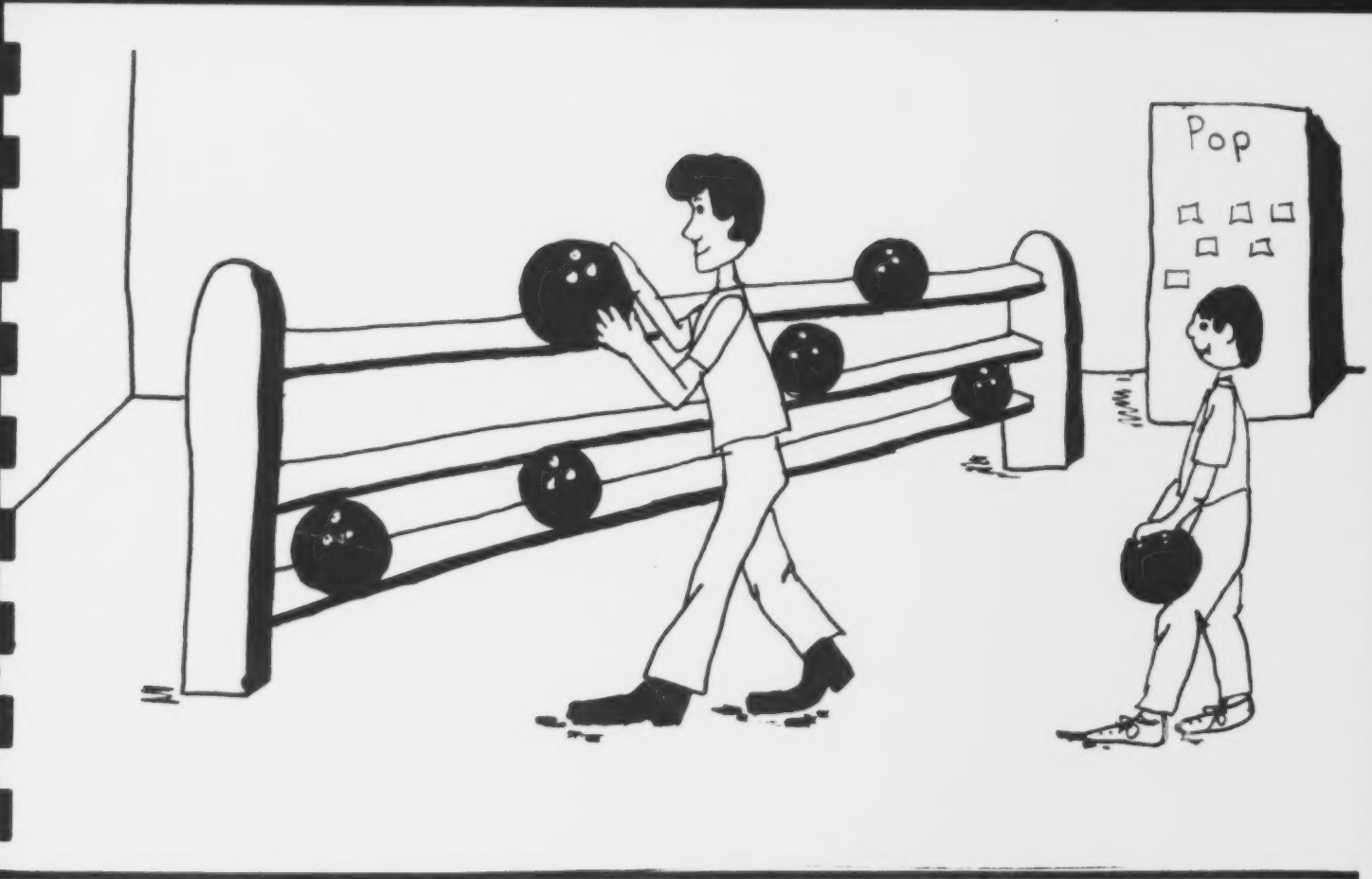
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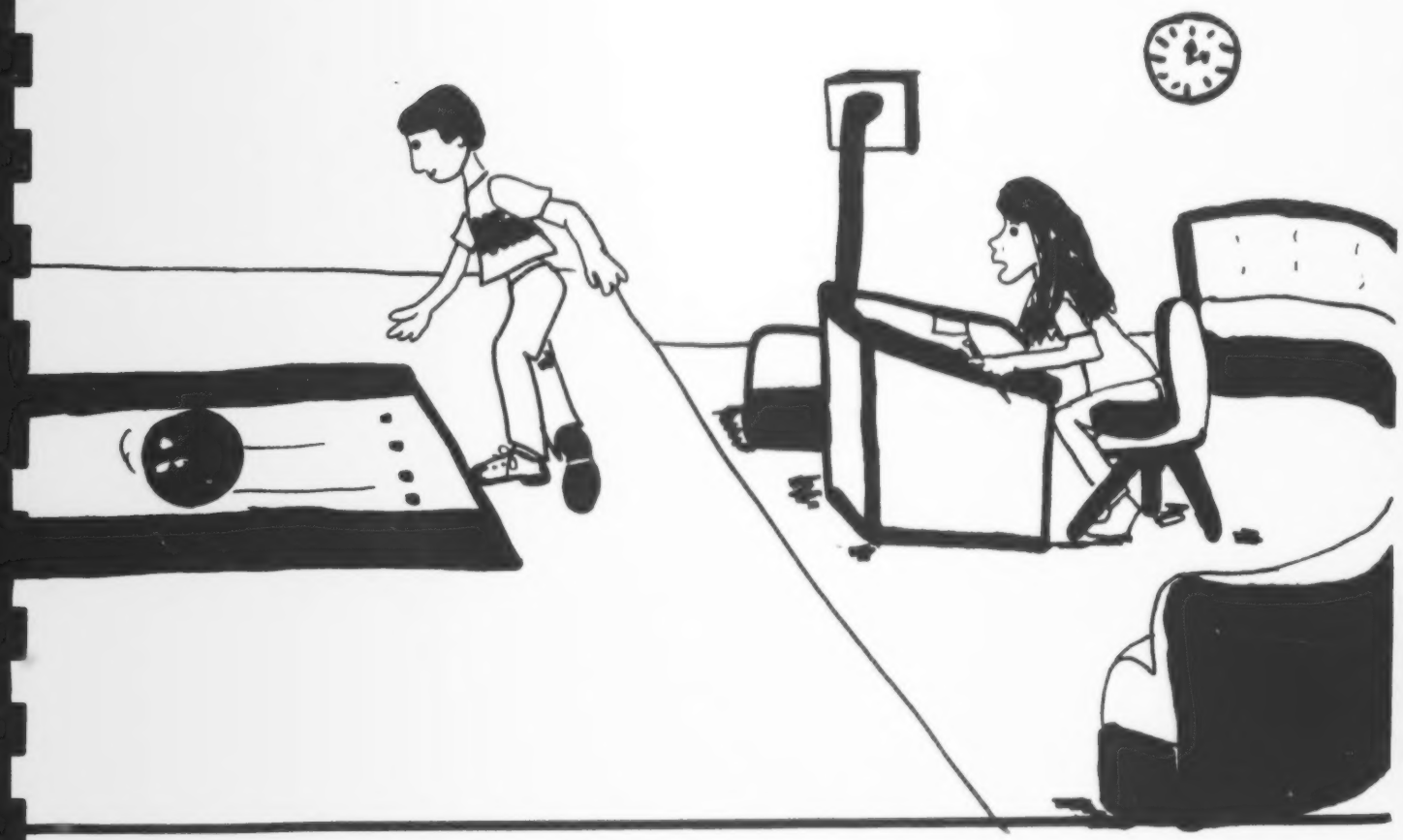
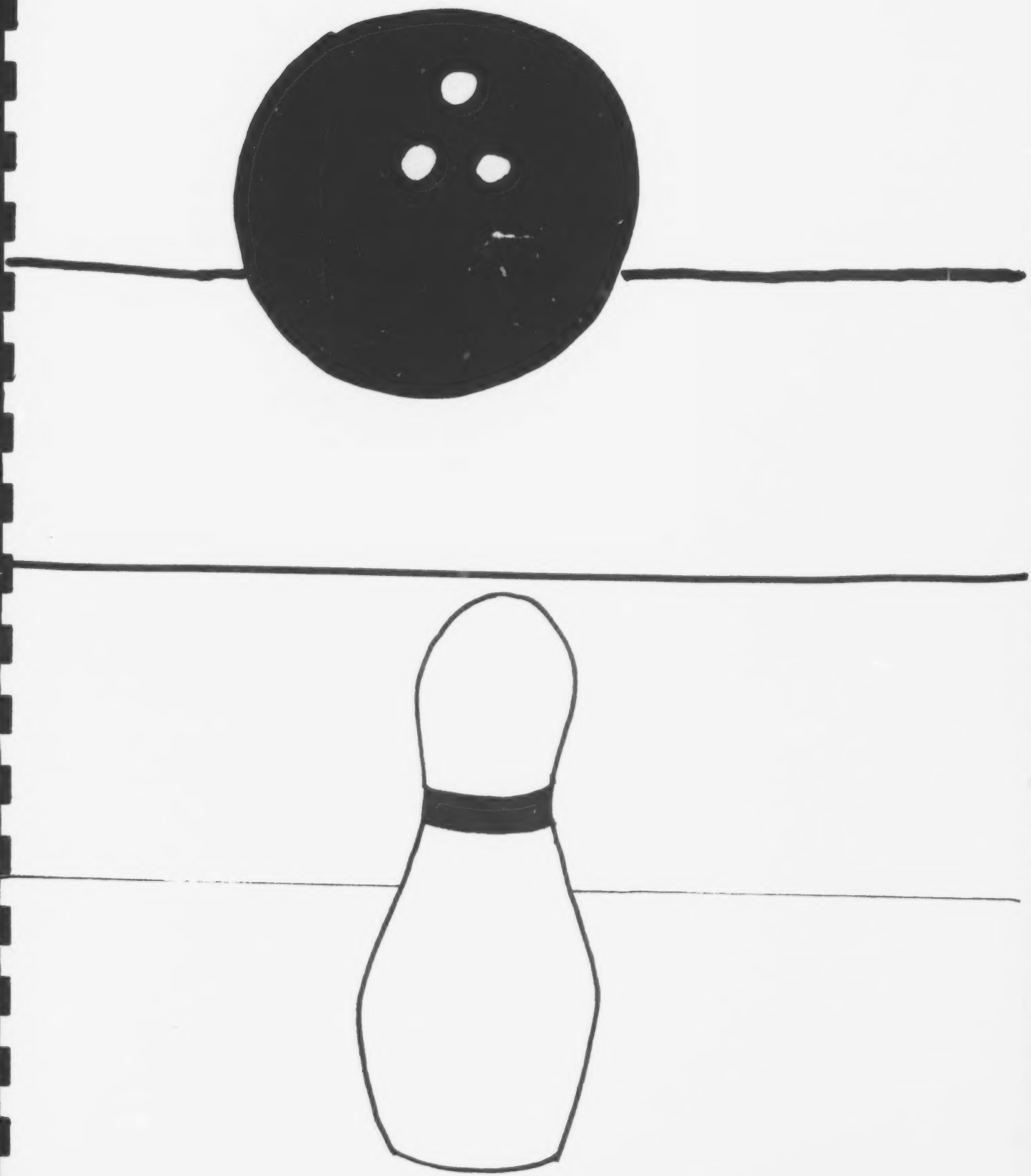
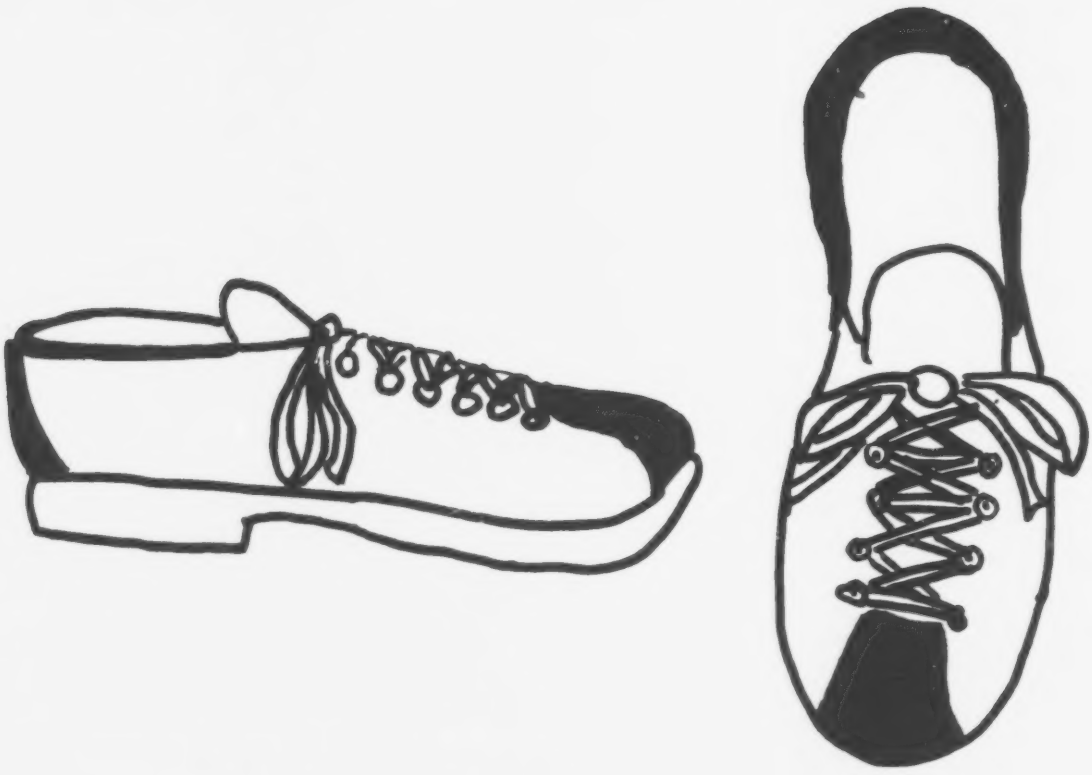
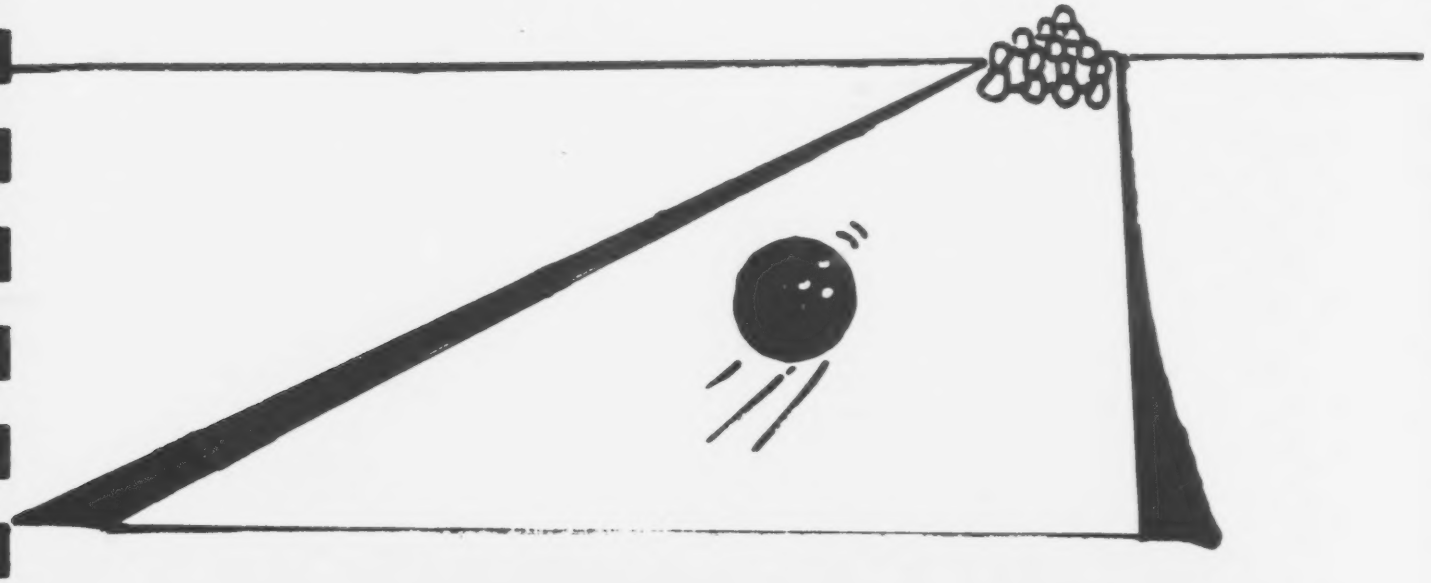
Exit



Bowling
30
School Bus
Stop
School







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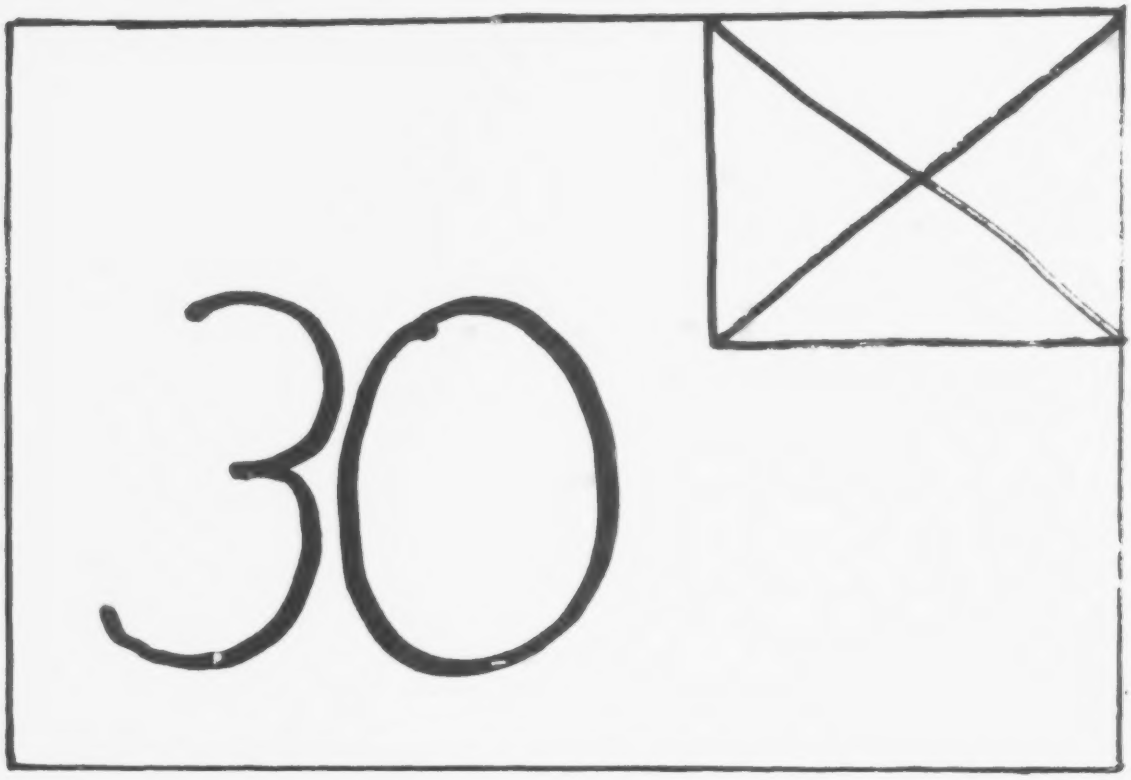

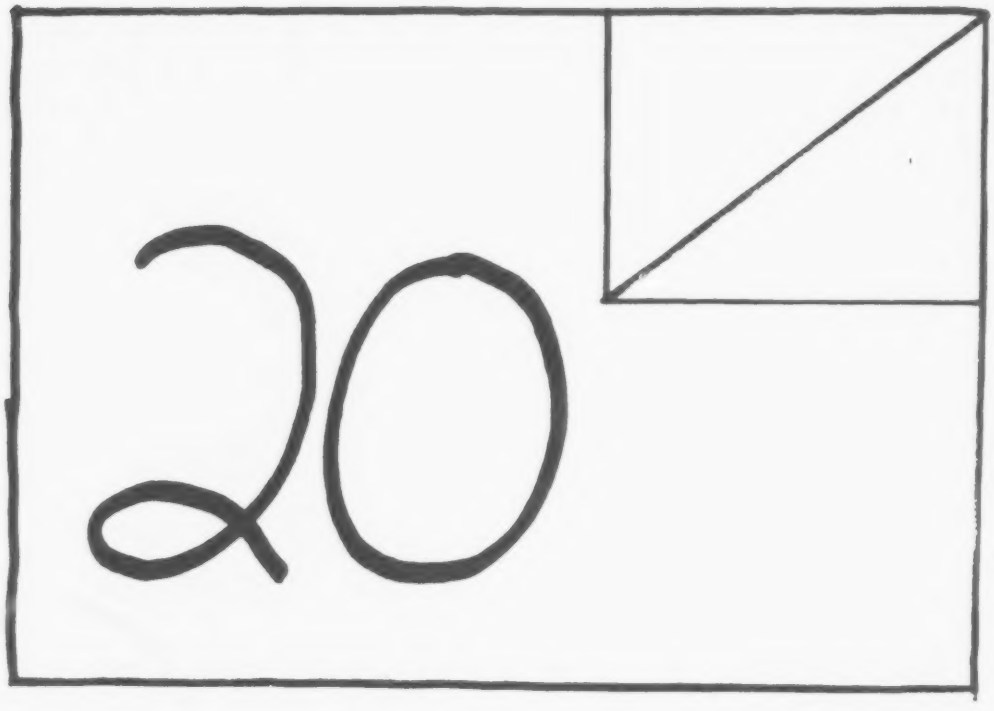
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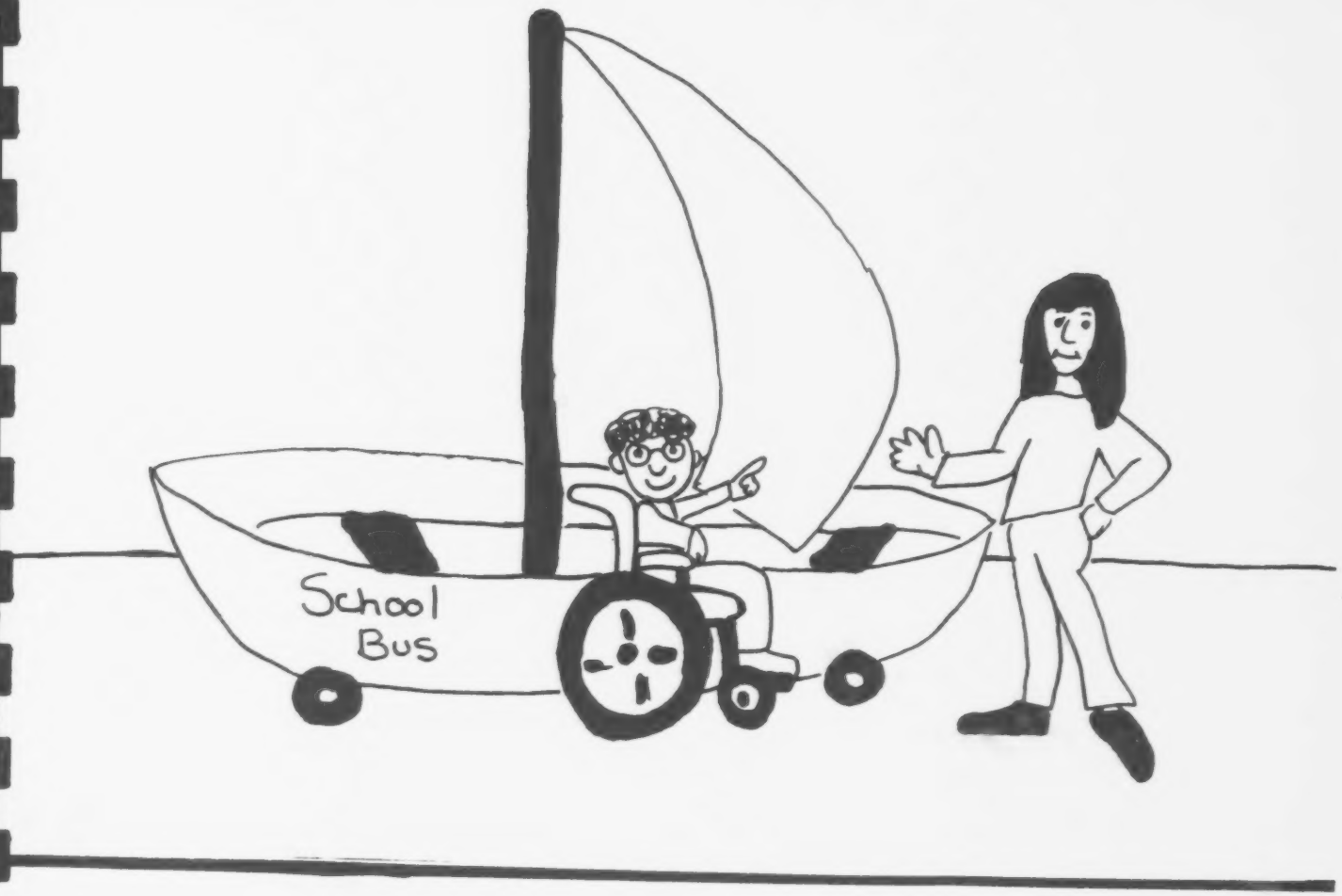
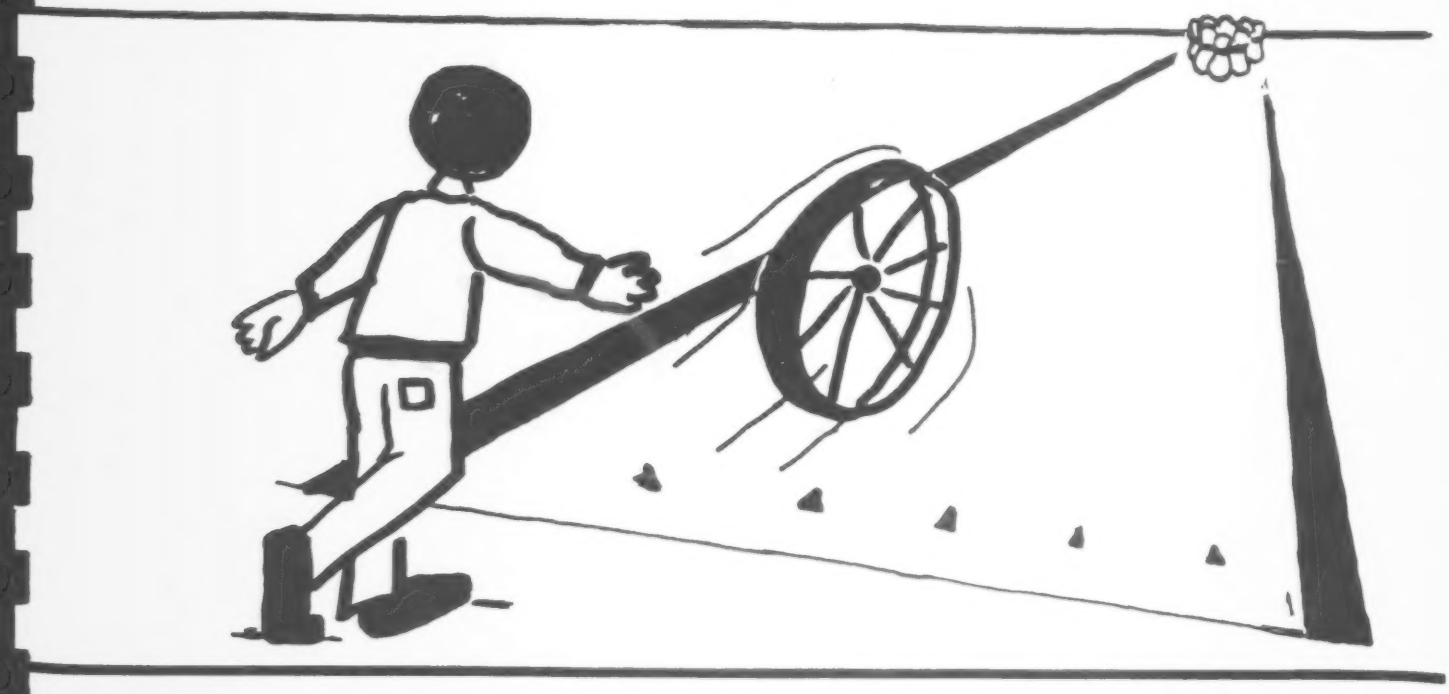
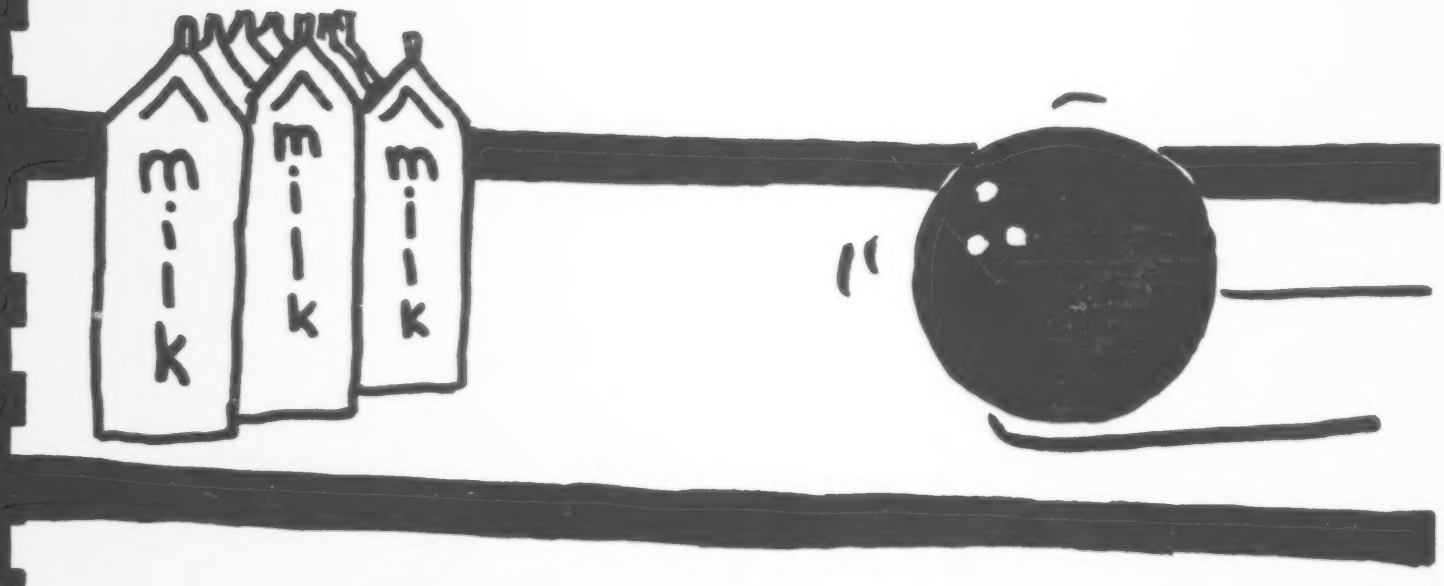
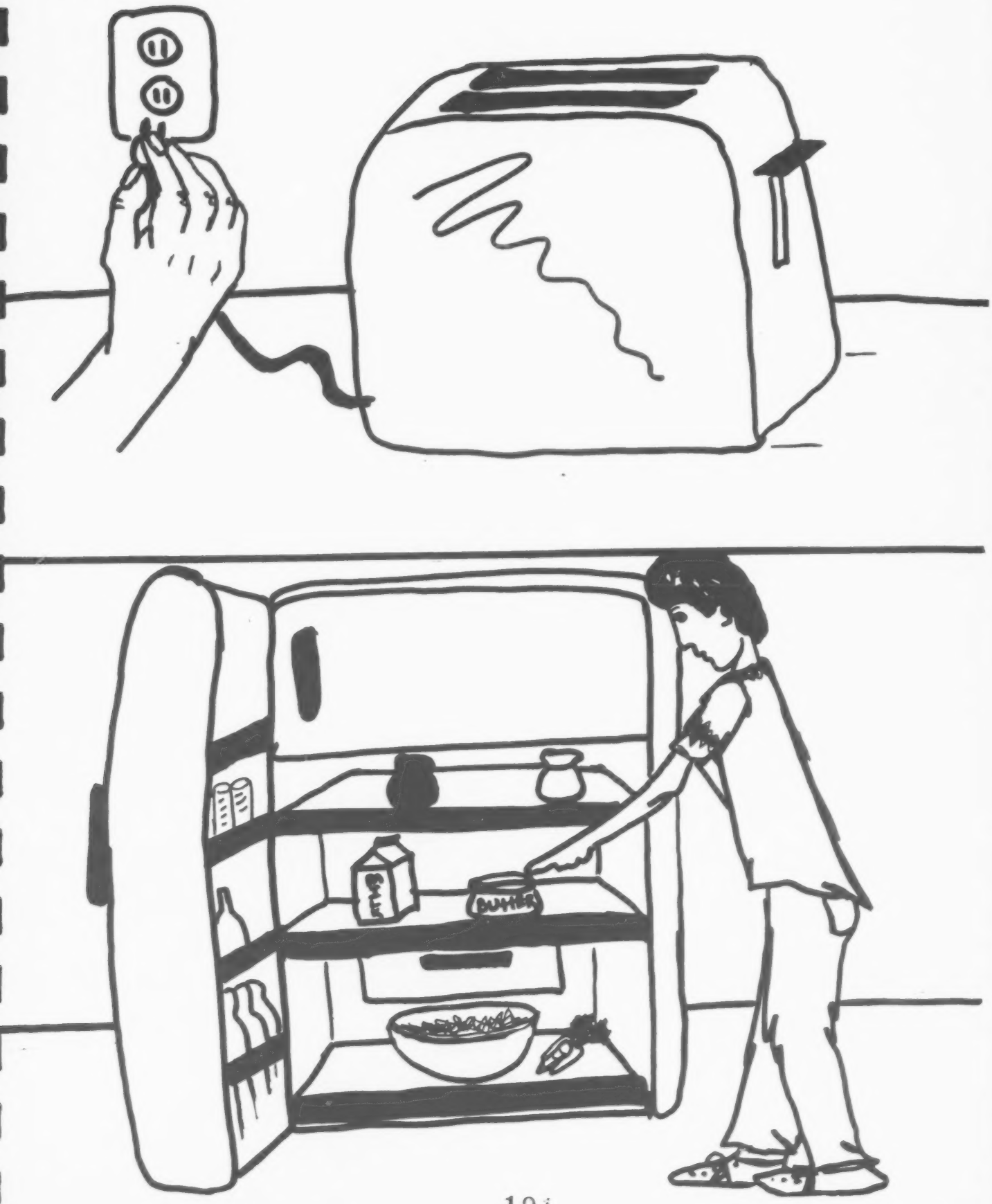

School
Bus

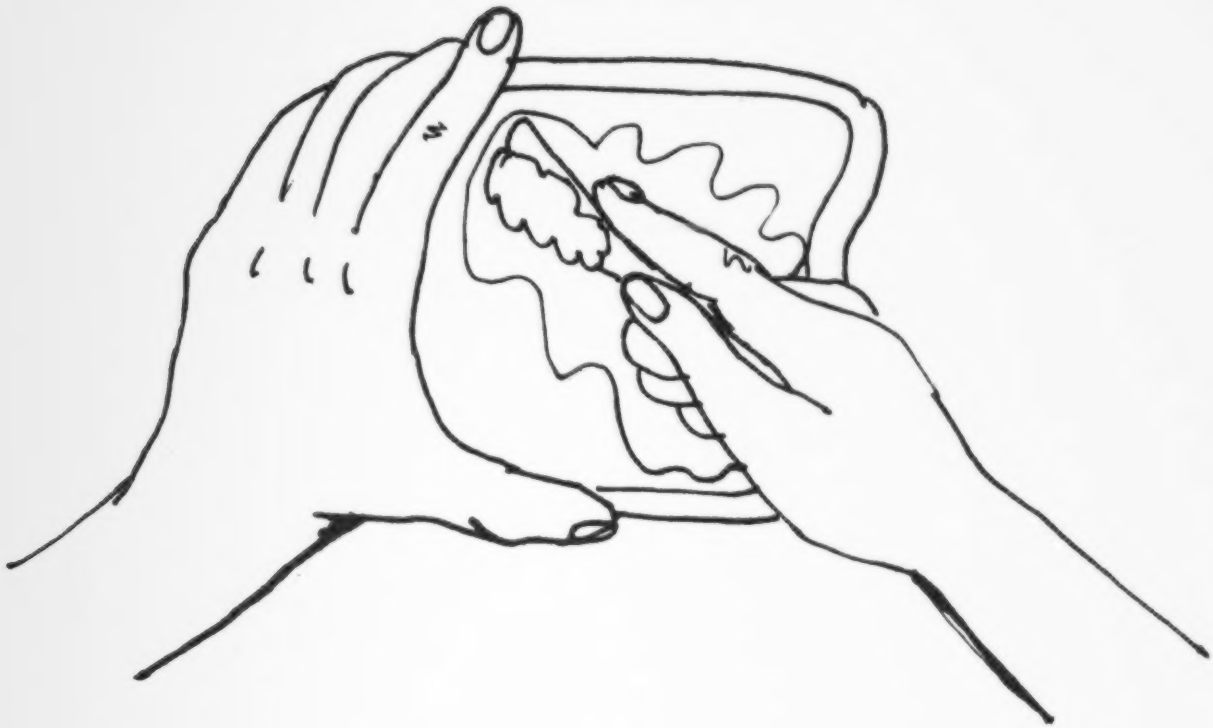


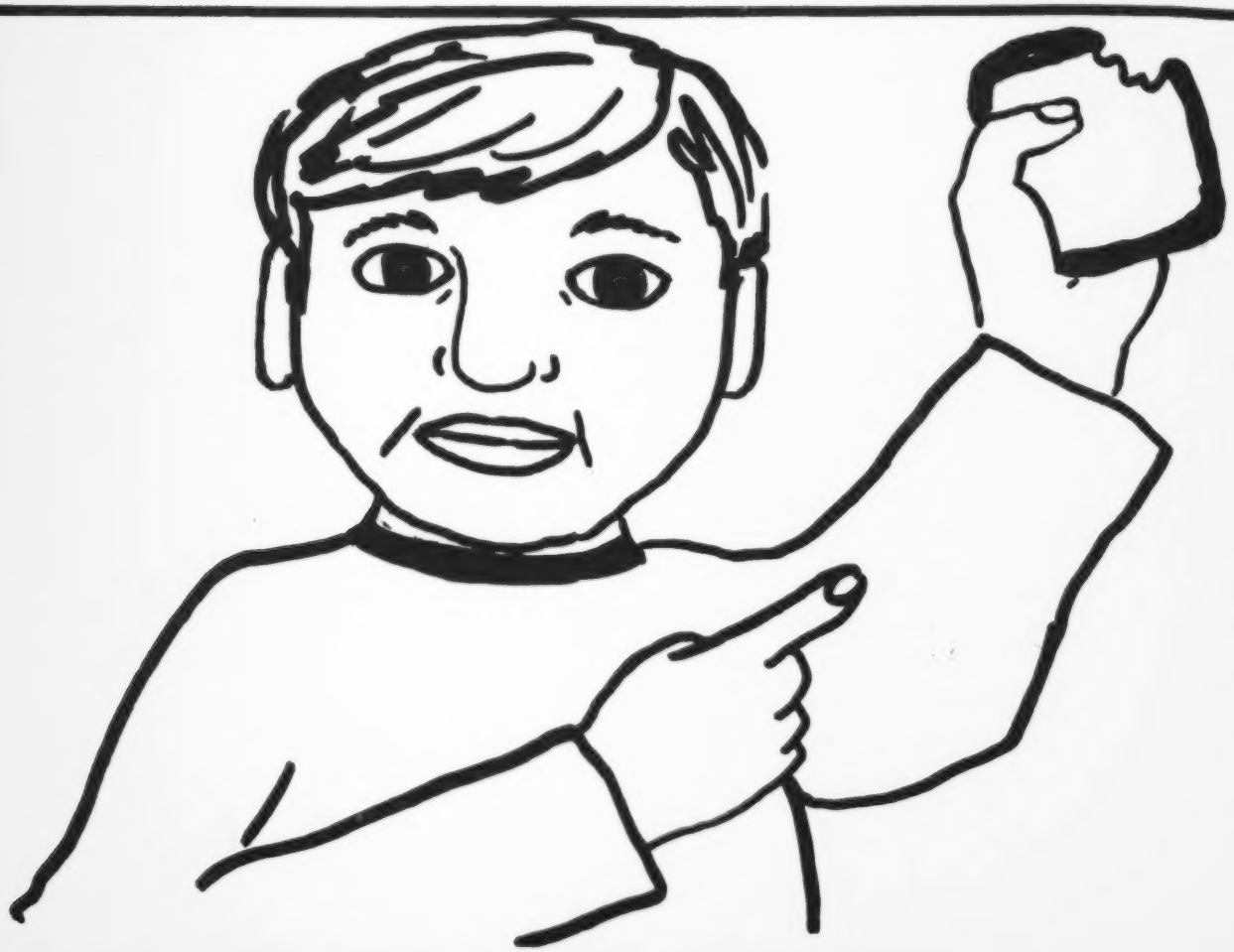

ELK
ELK
ELK

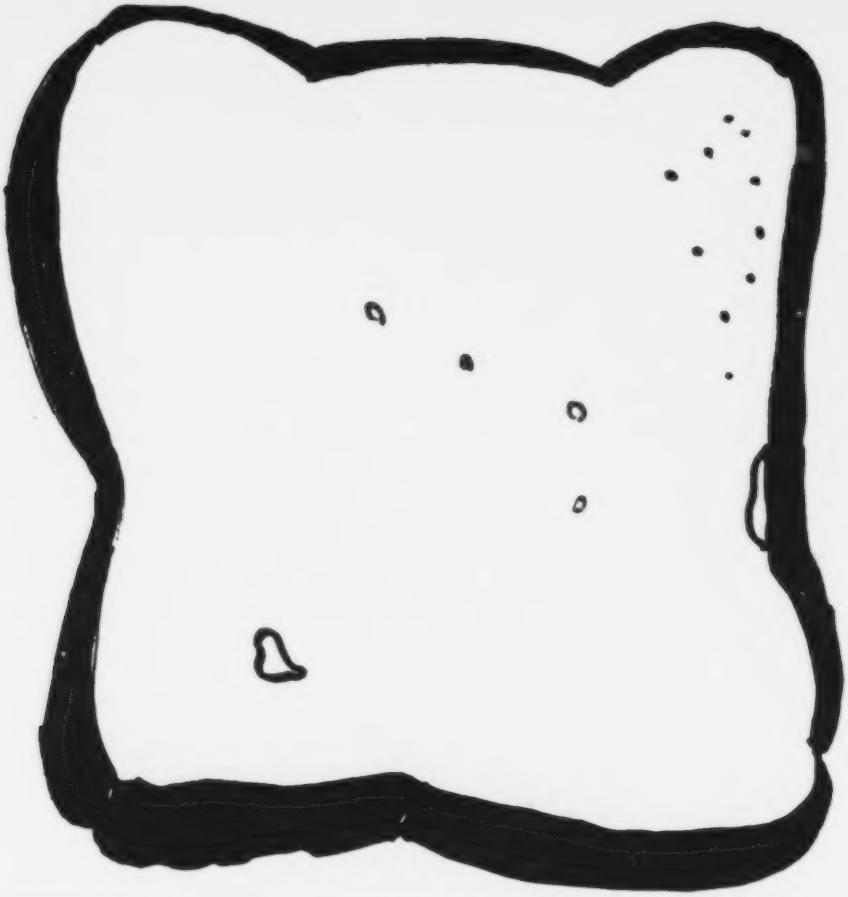
Illustrations of Toasting Bread

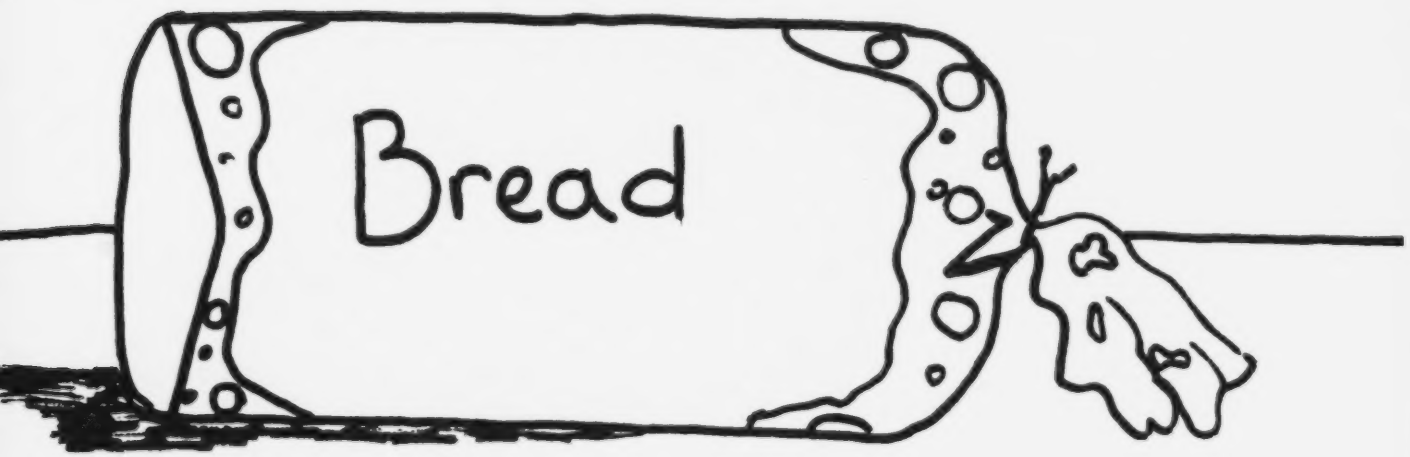

BUTTER

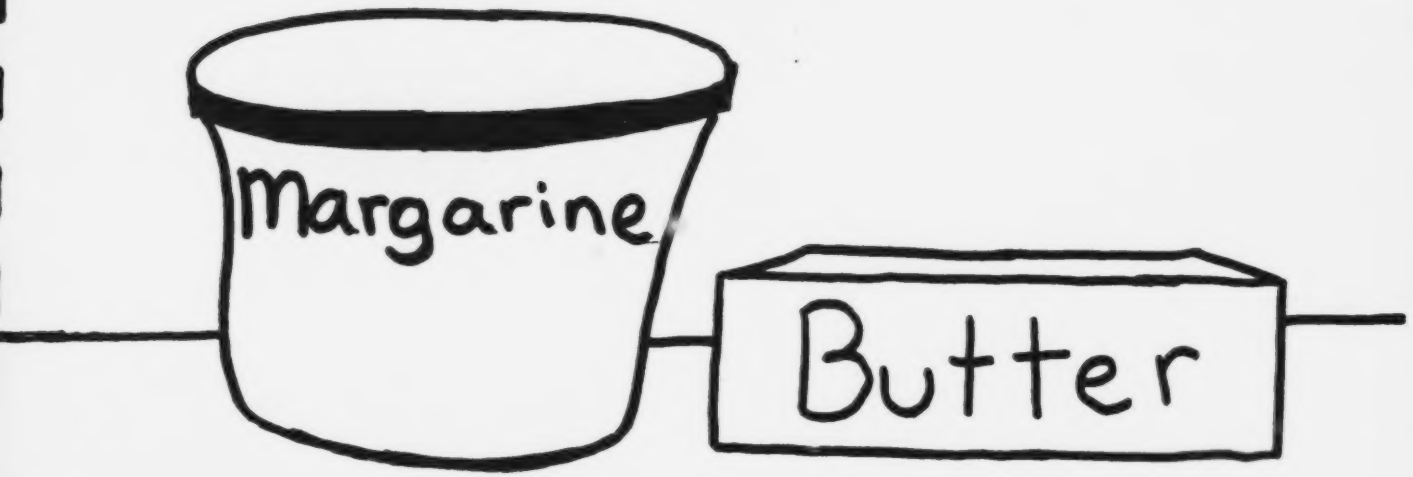
Bread

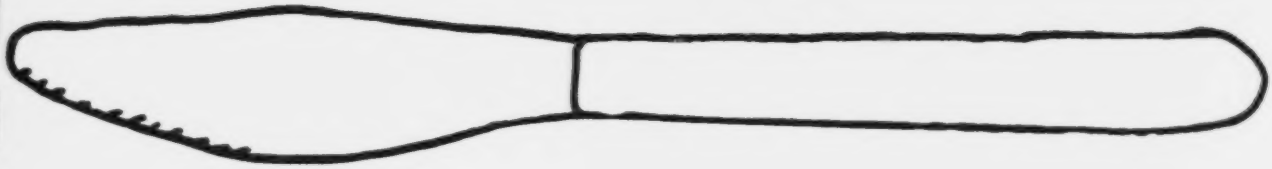


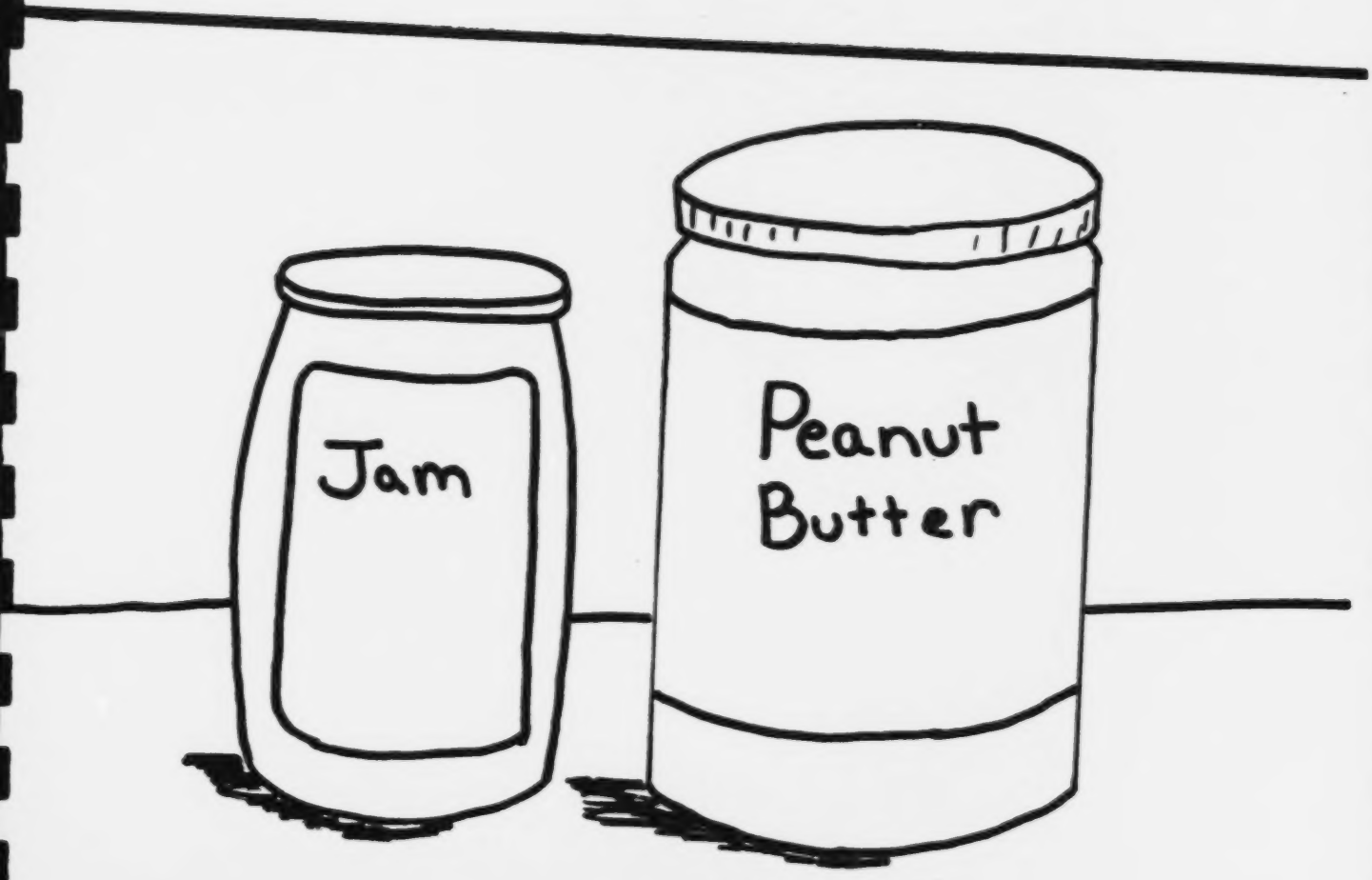


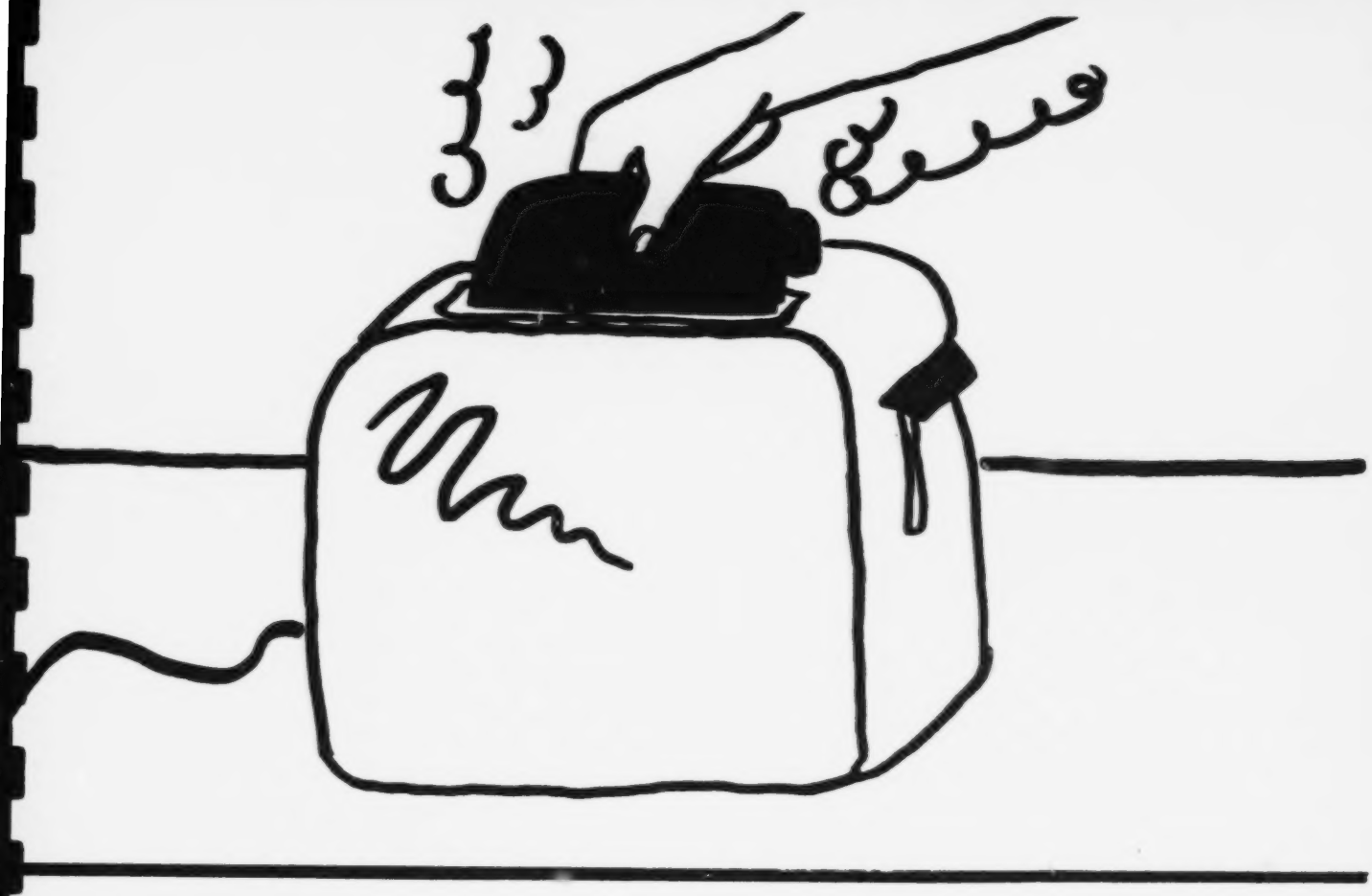



Bread

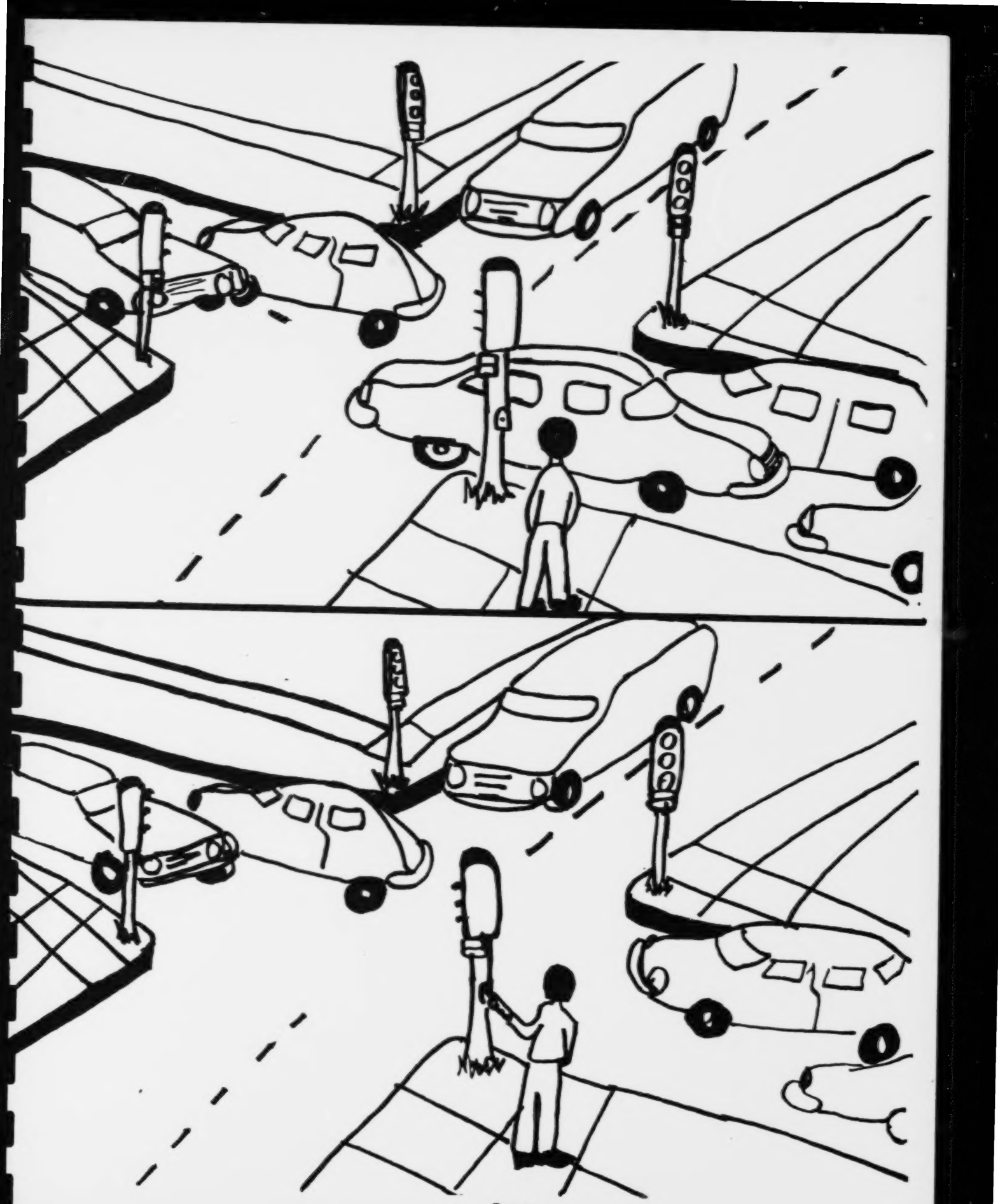

Margarine
Butter

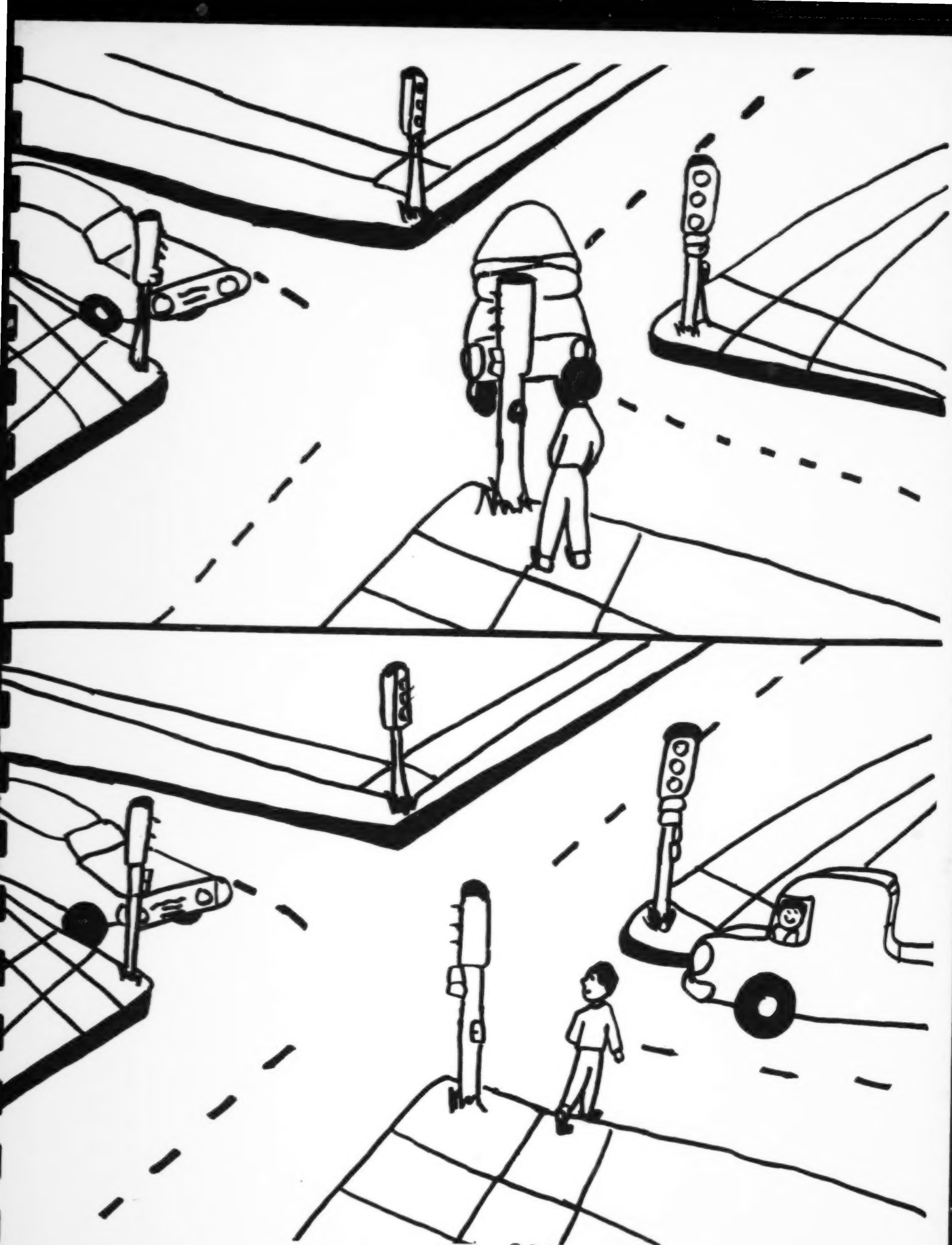


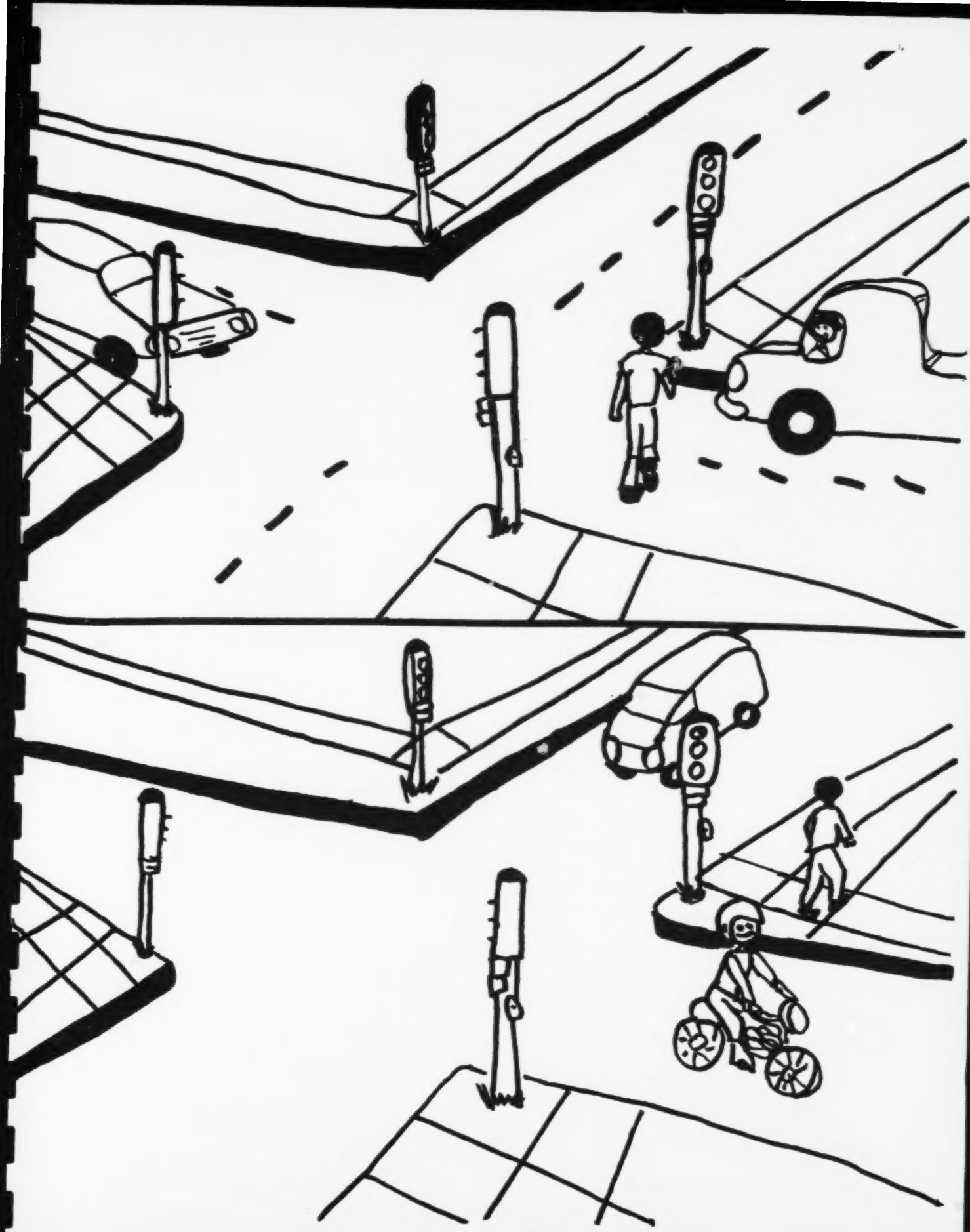

Jam
Peanut
Butter

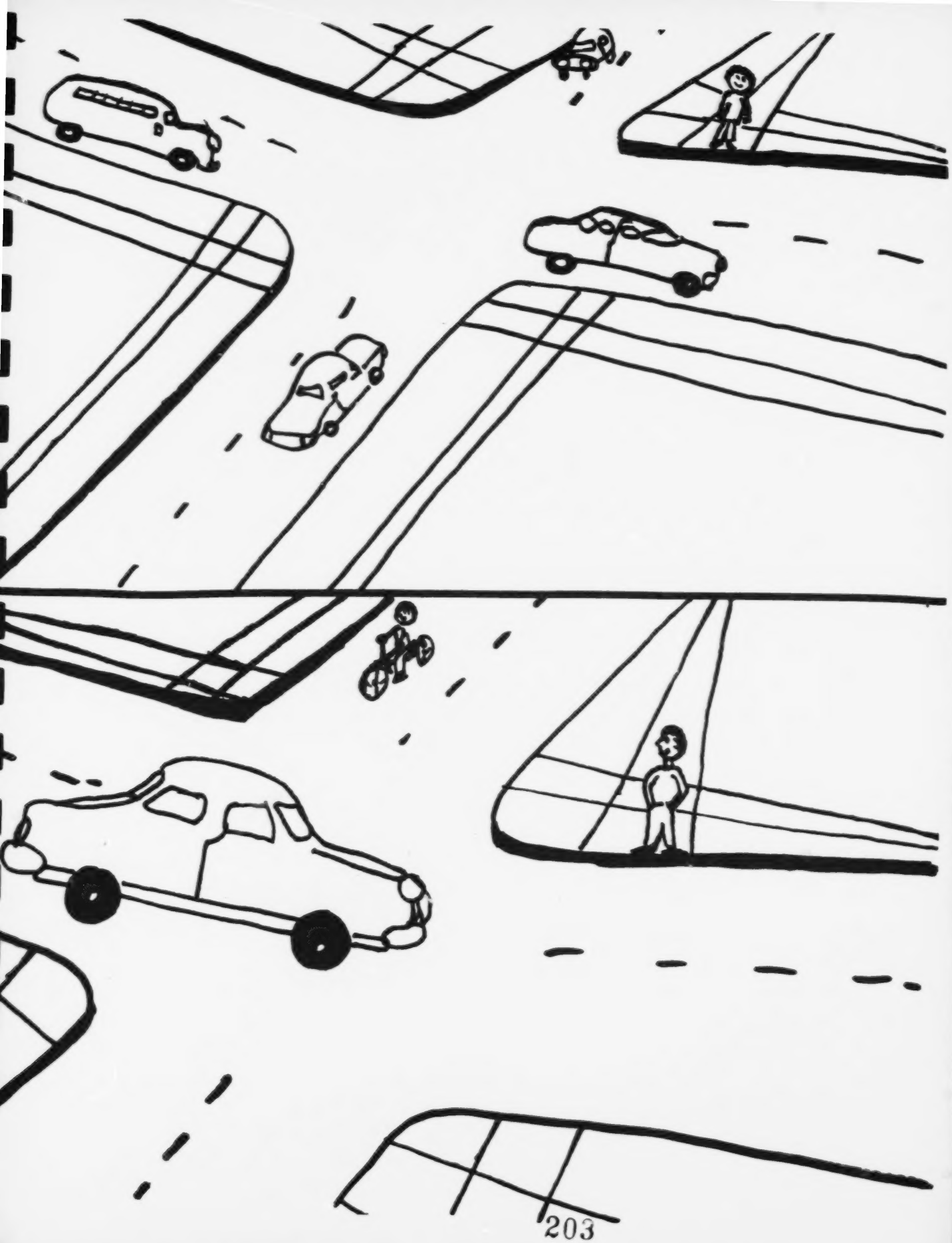


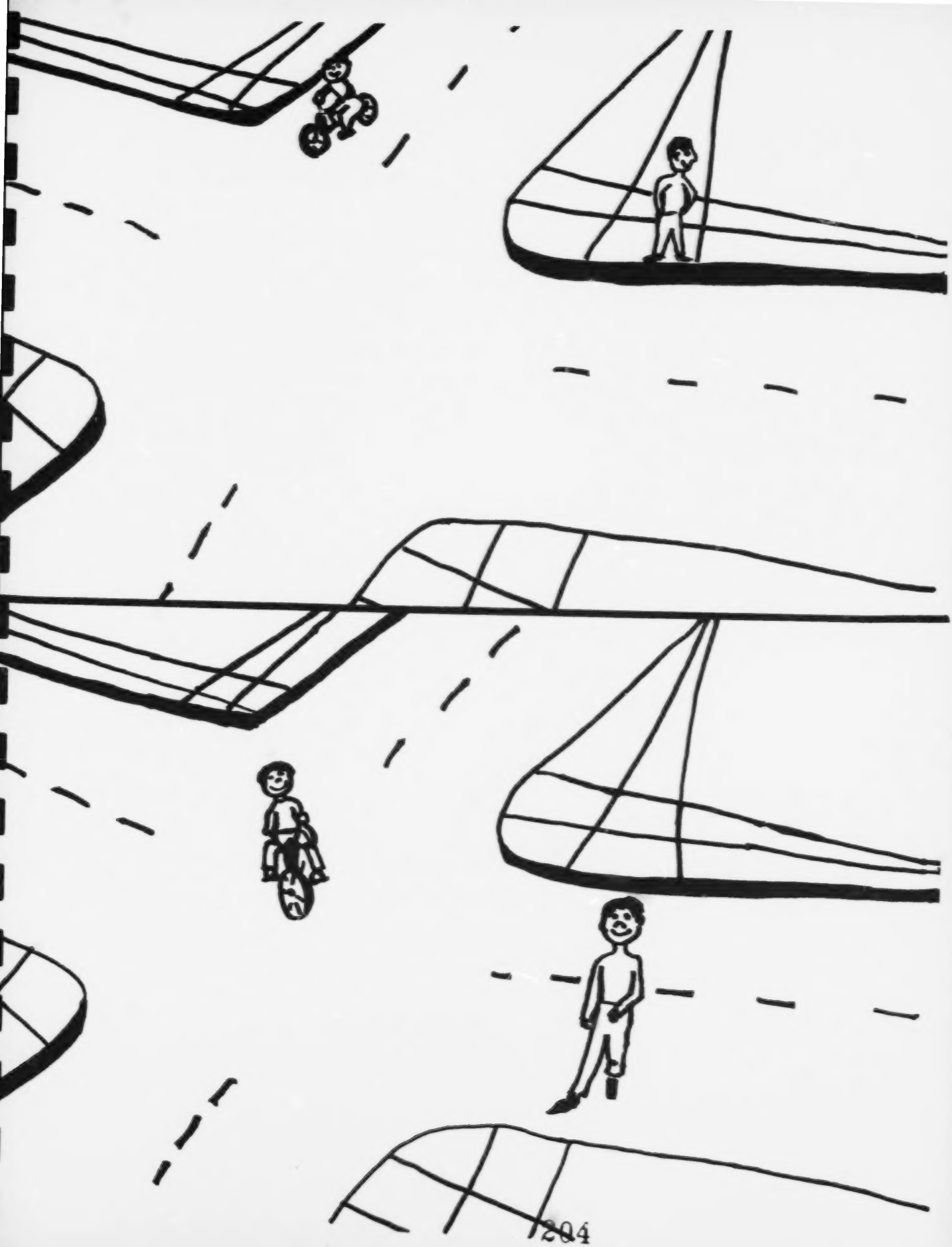
Illustrations of Street Crossing

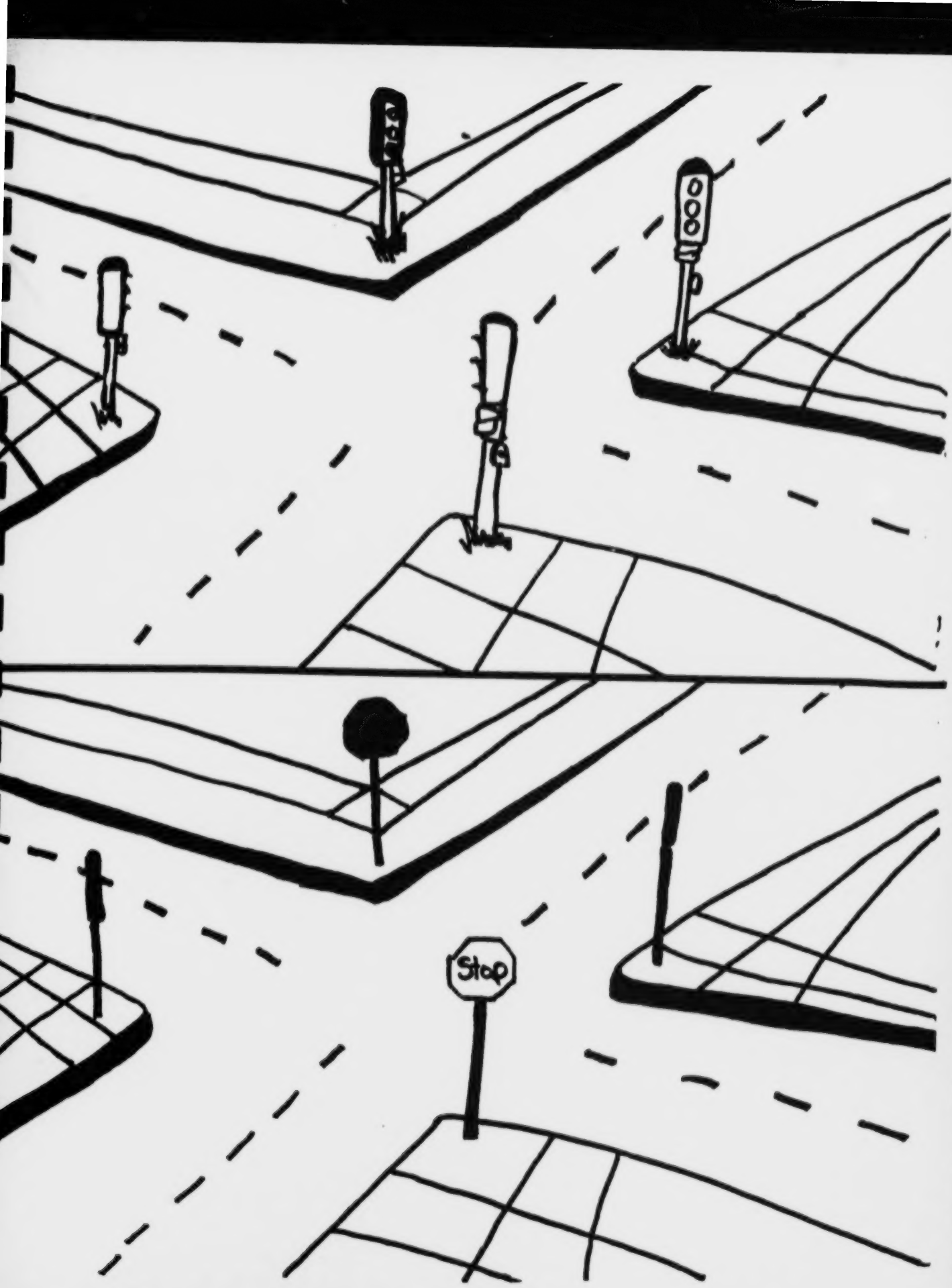








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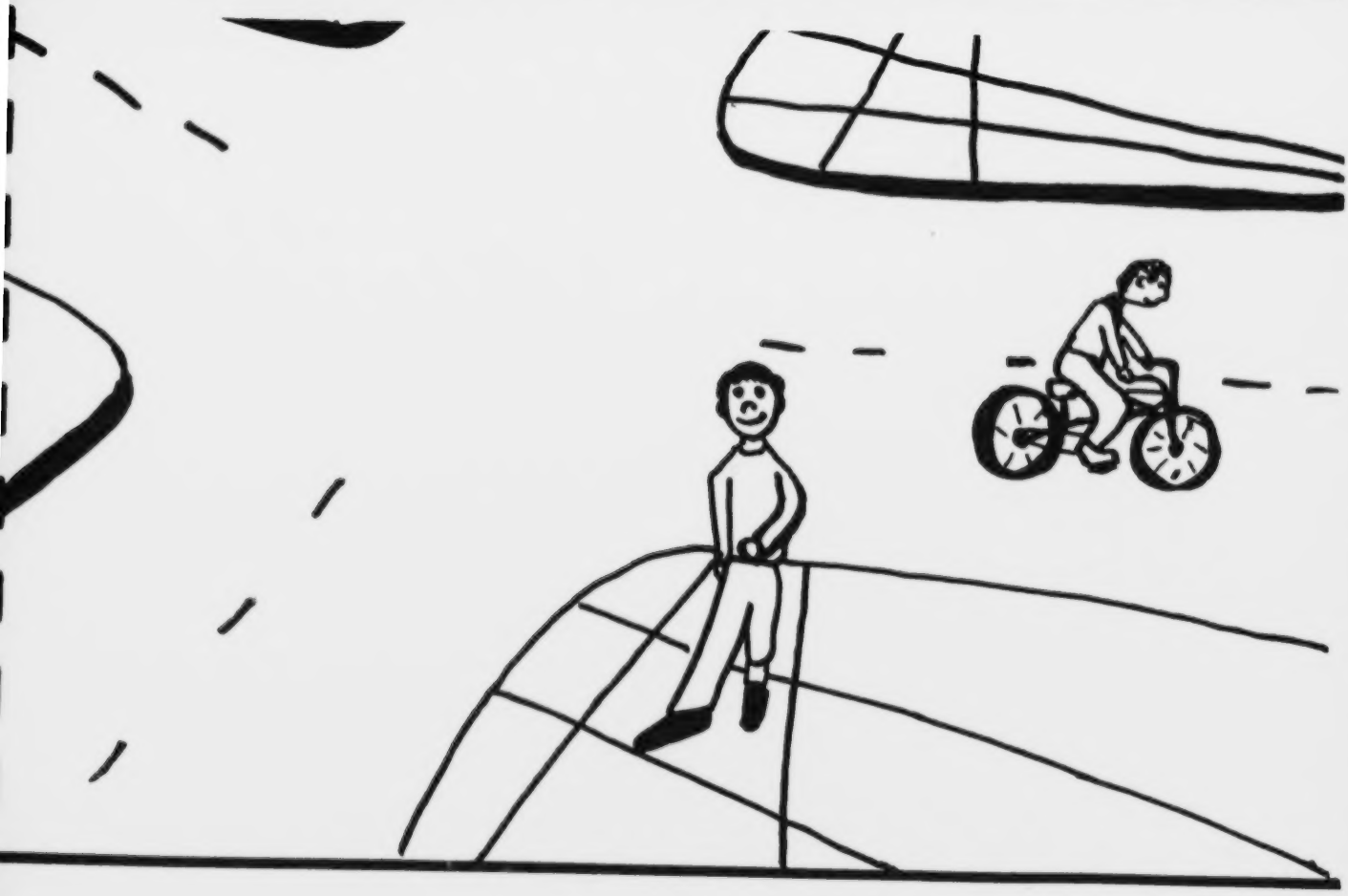

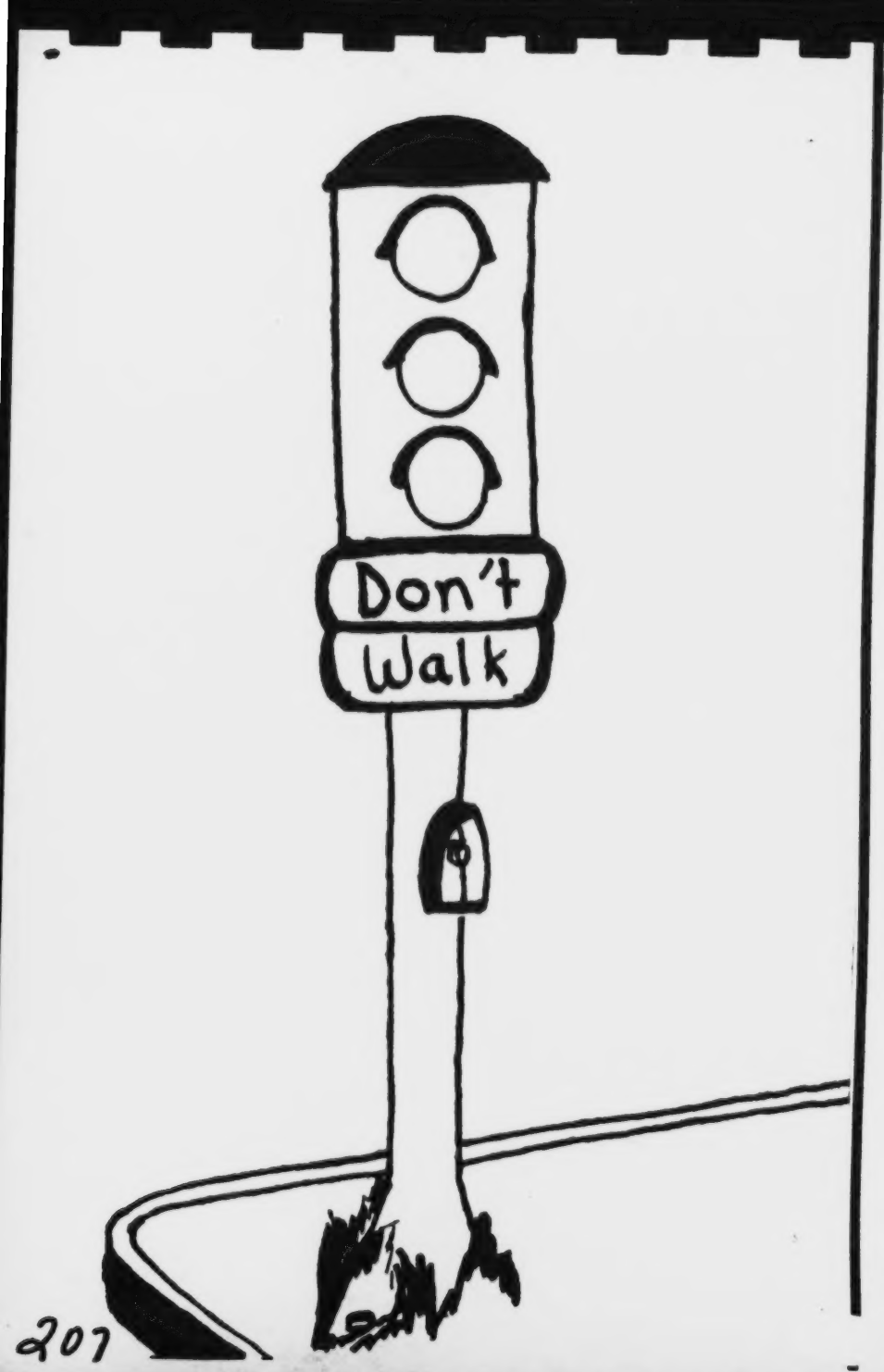

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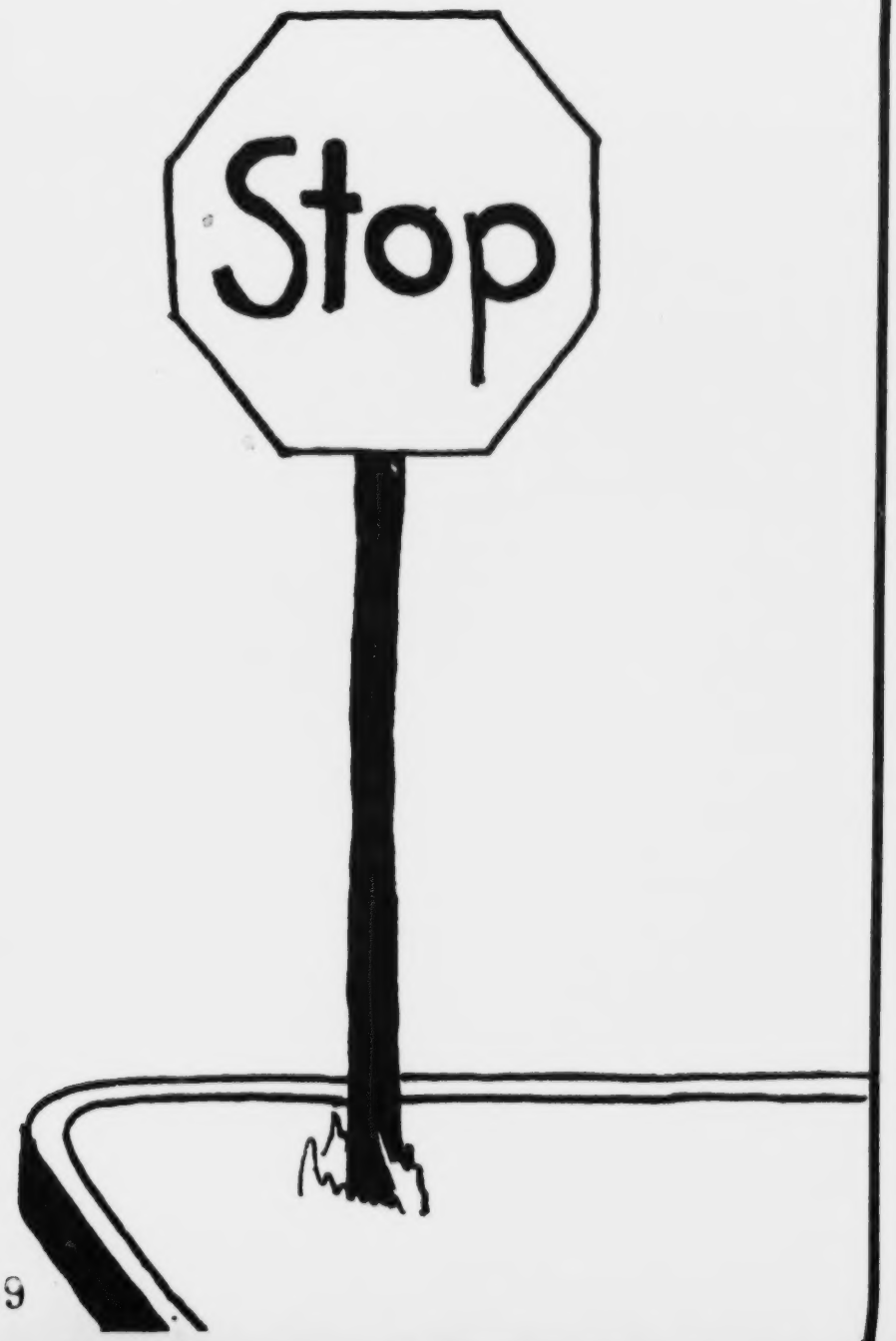
208



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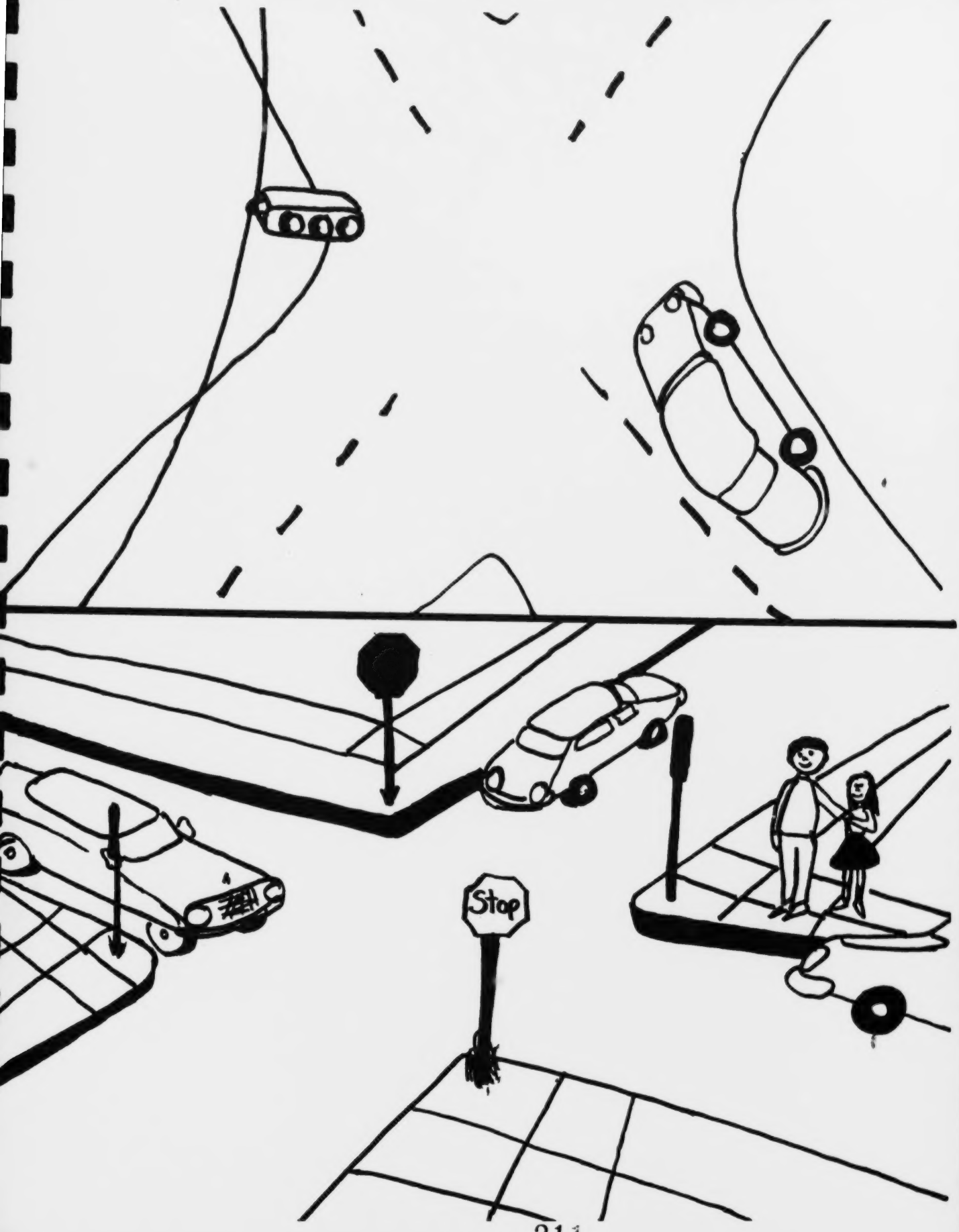
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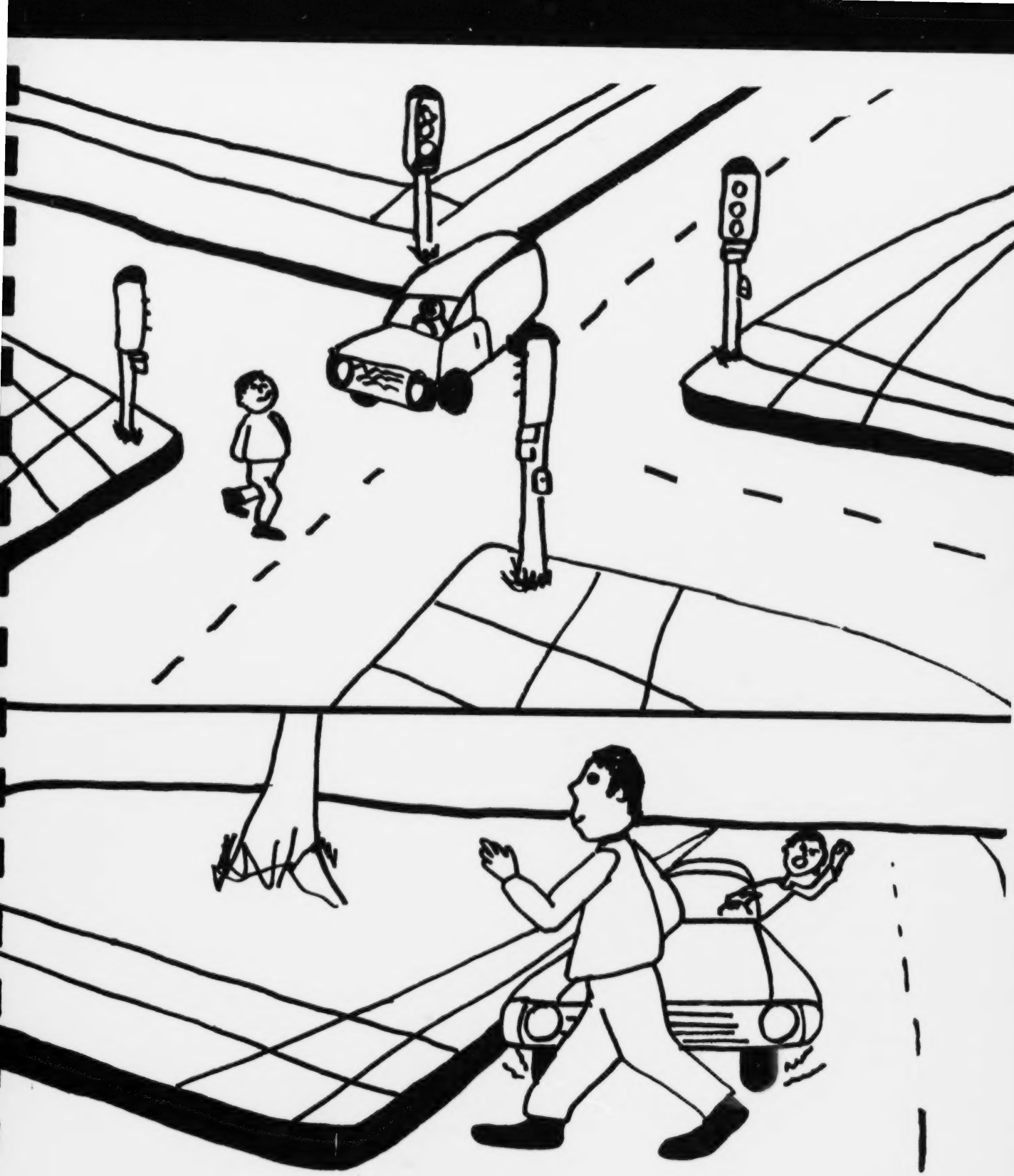


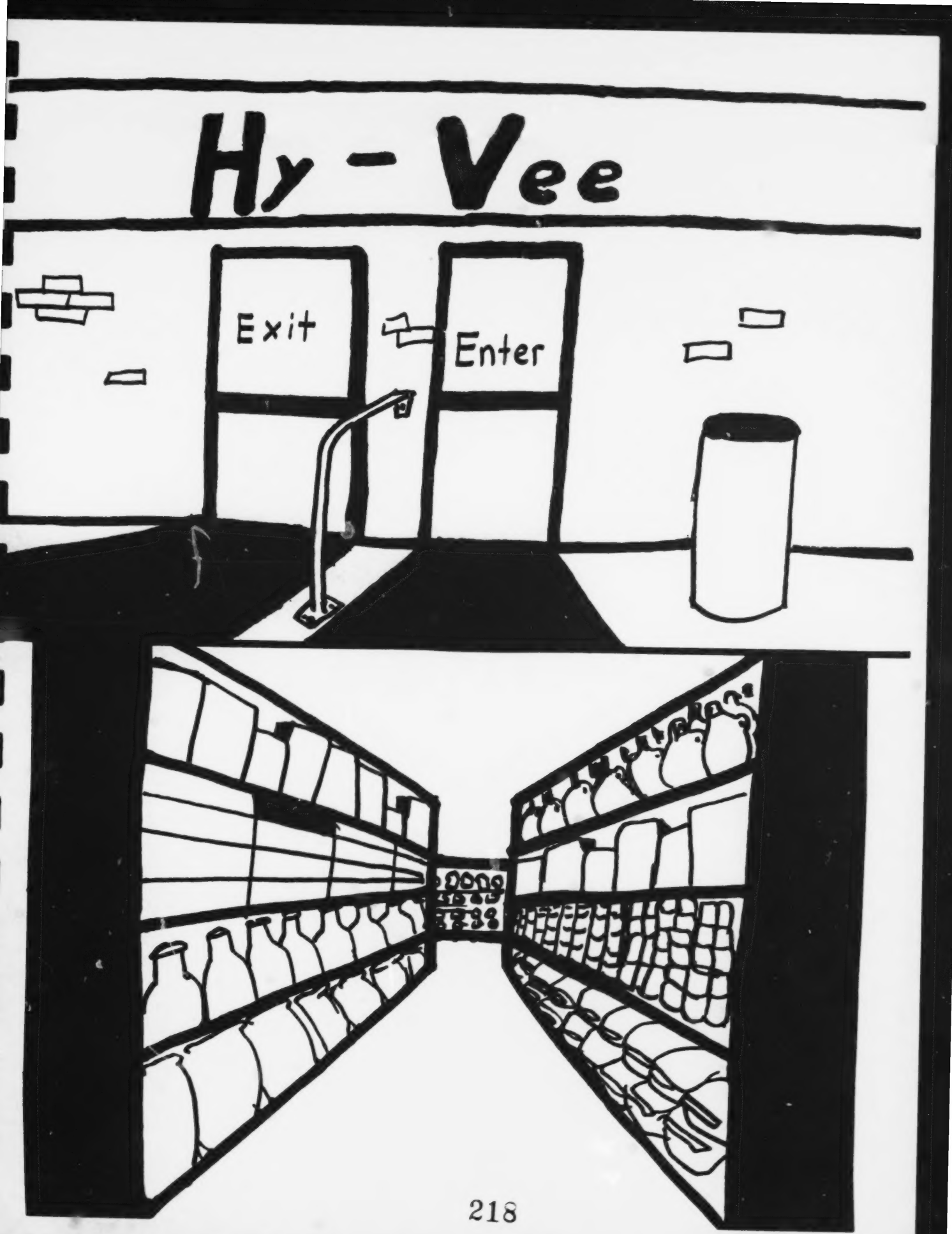
Illustrations of Grocery Shopping

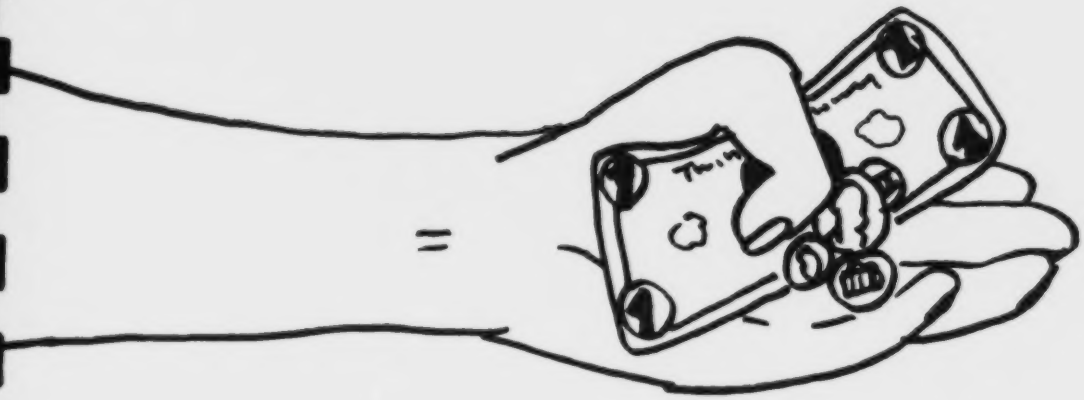
Hy - Vee
Exit
Grapes
99¢
Lb
Pepsi
1.39
plus deposit

Bread

Bread

Brand
Brand


Hy - Vee
Exit
Enter



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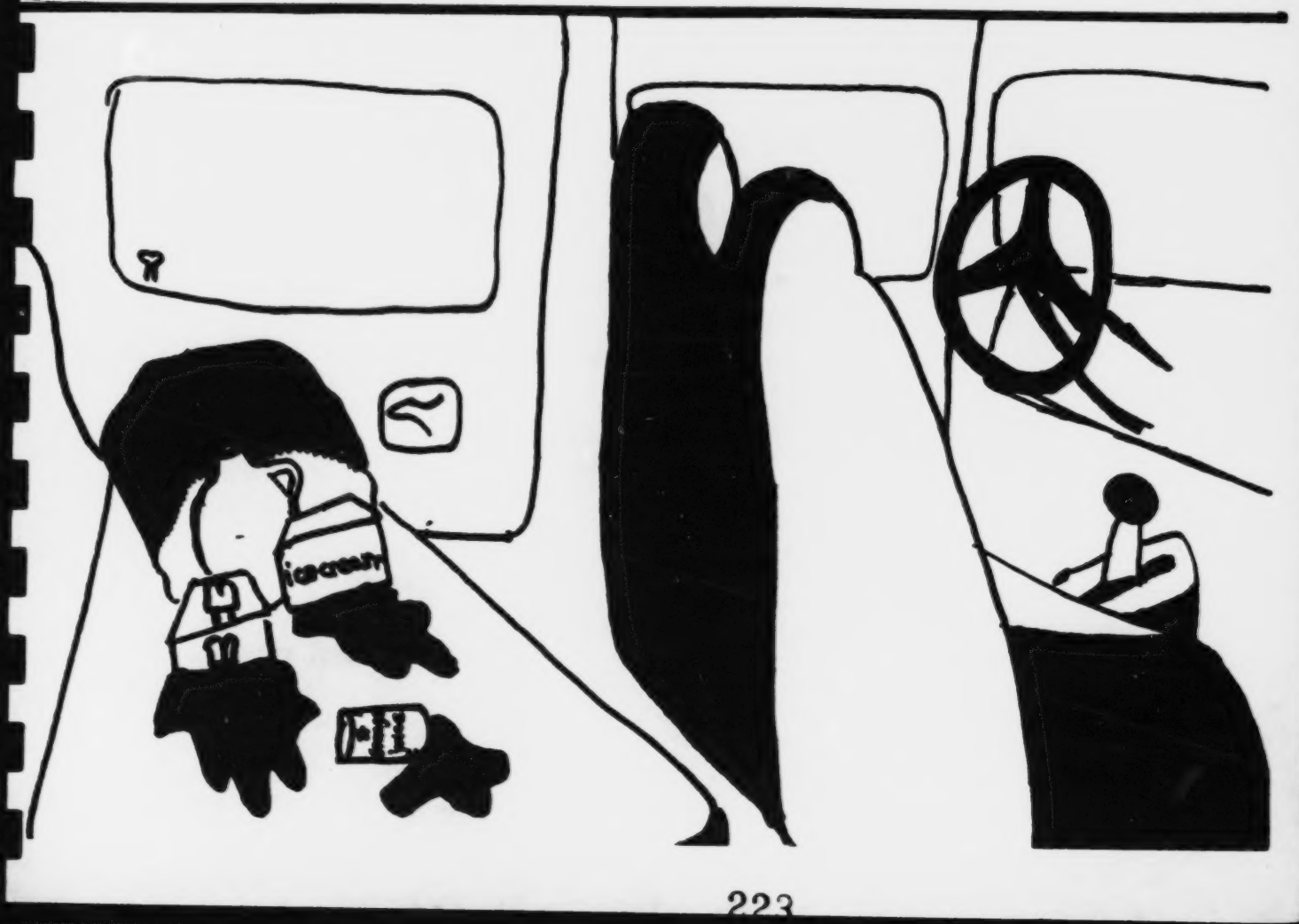
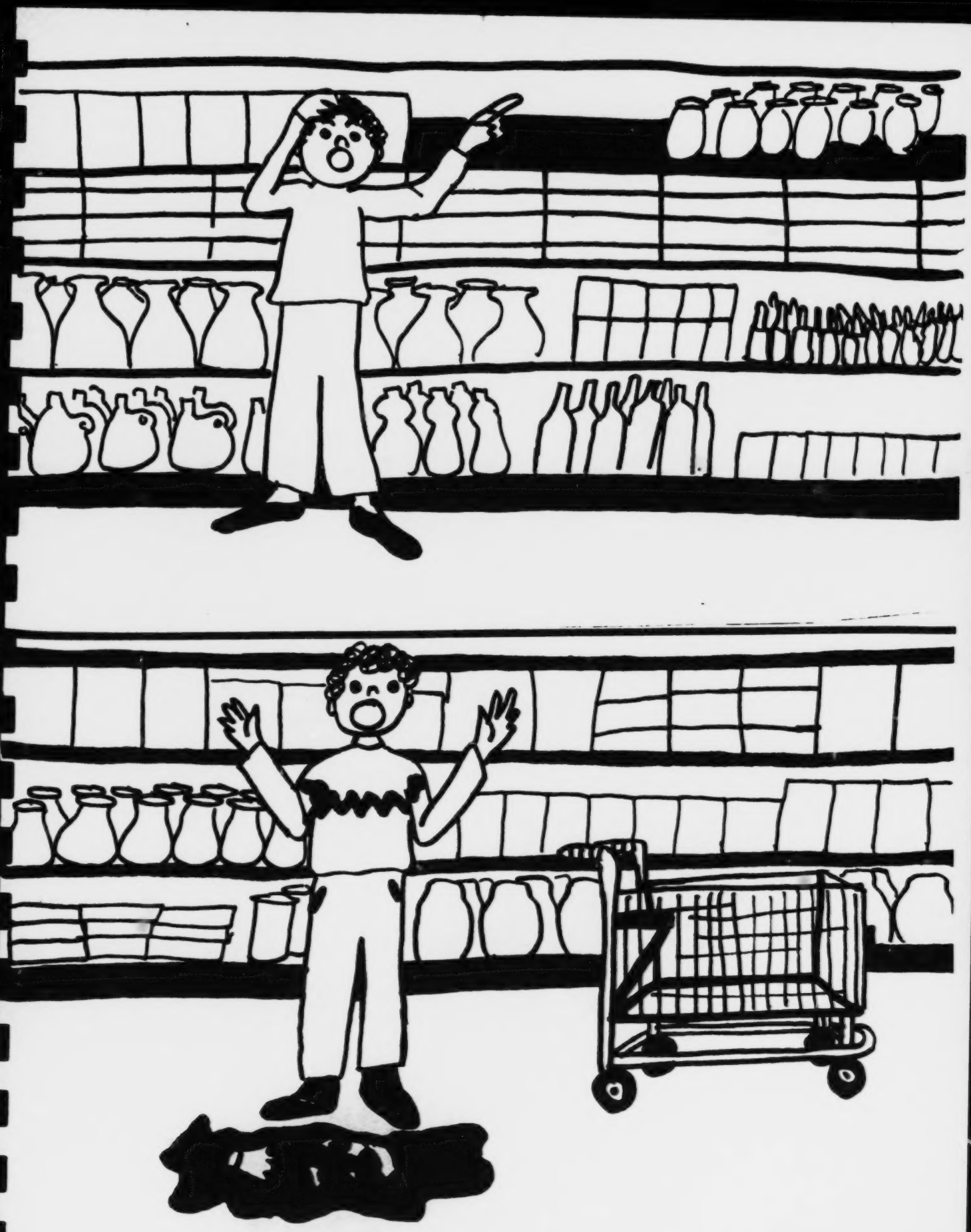
Hy - Vee
Enter

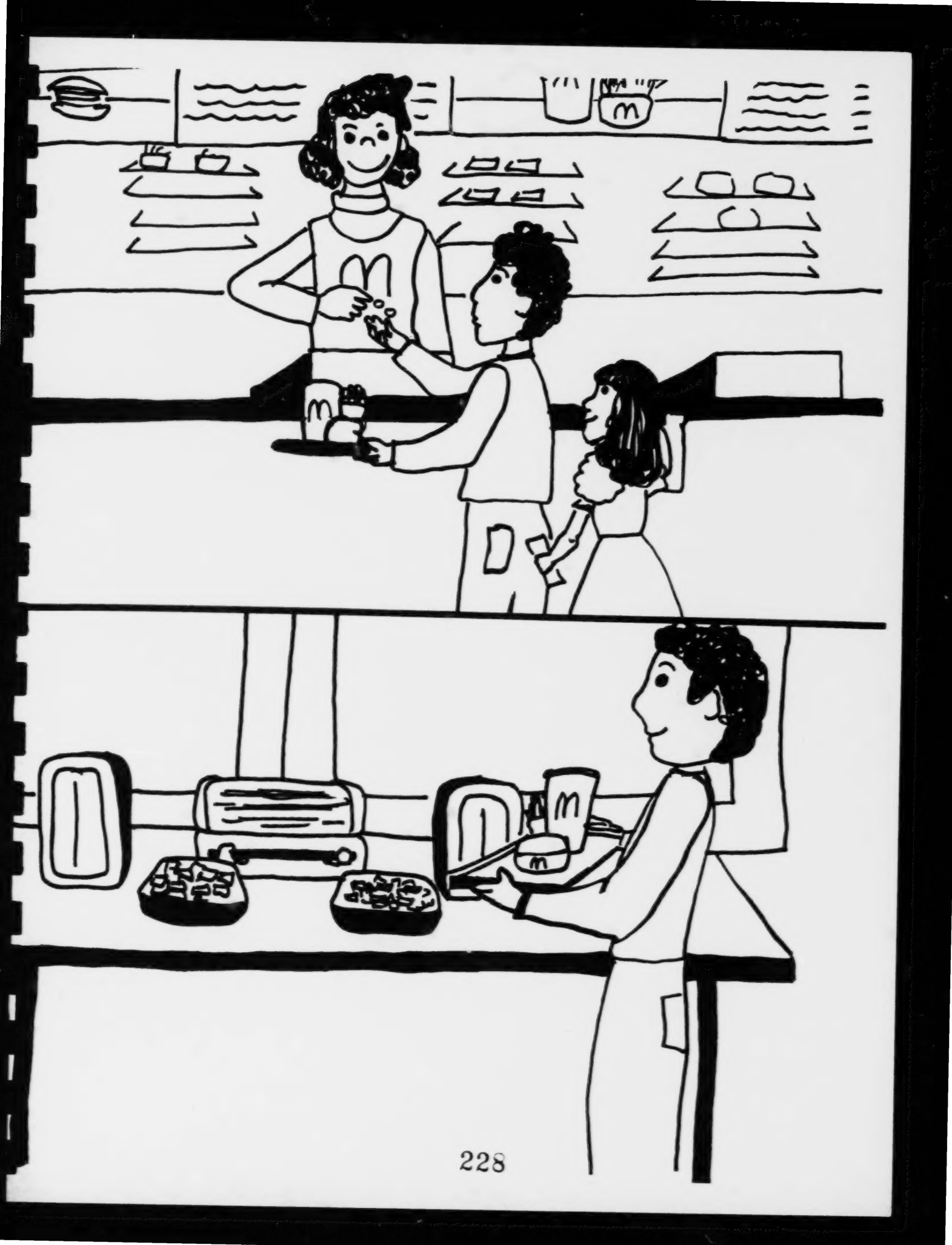
Hy-Vee

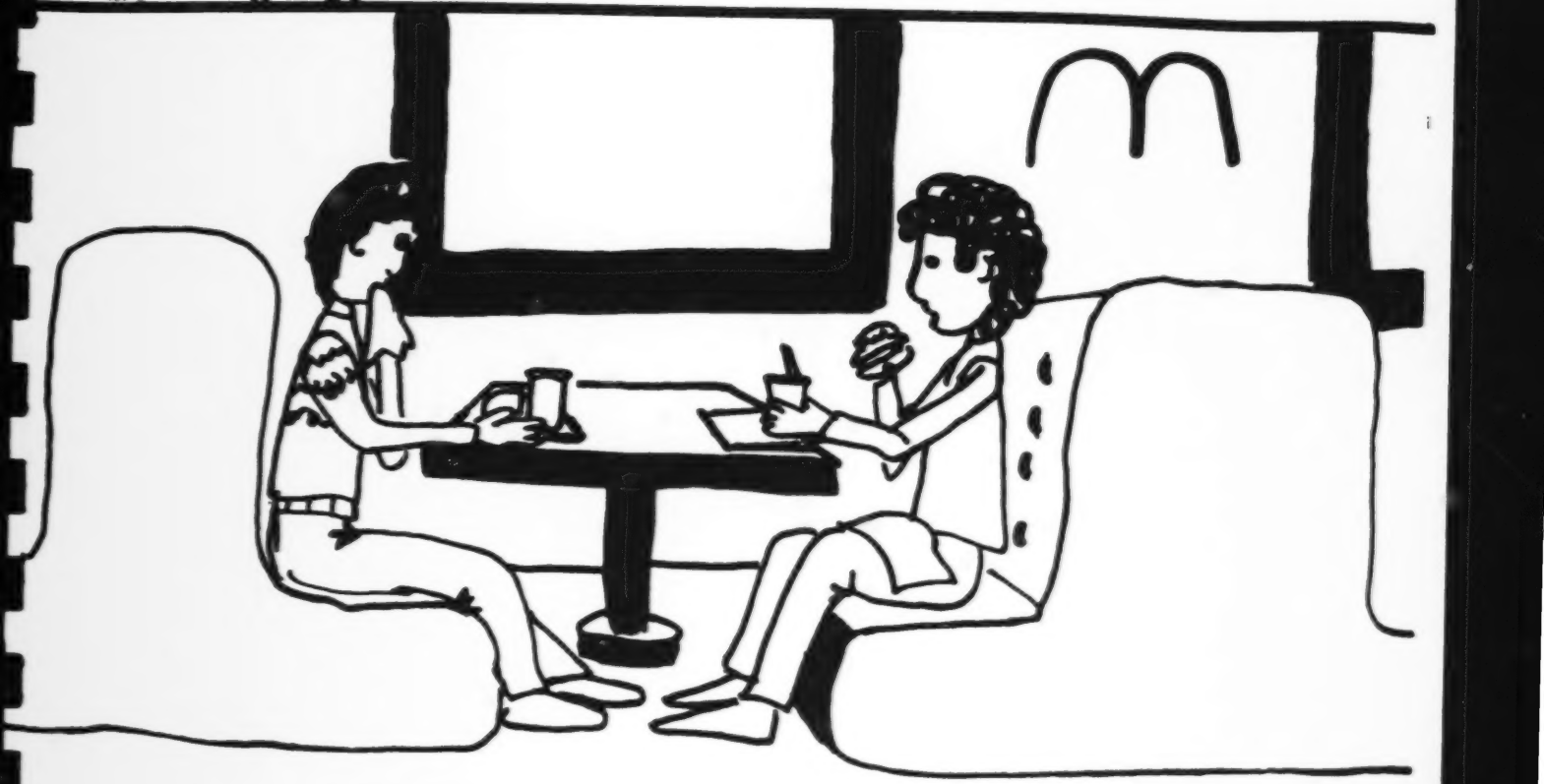




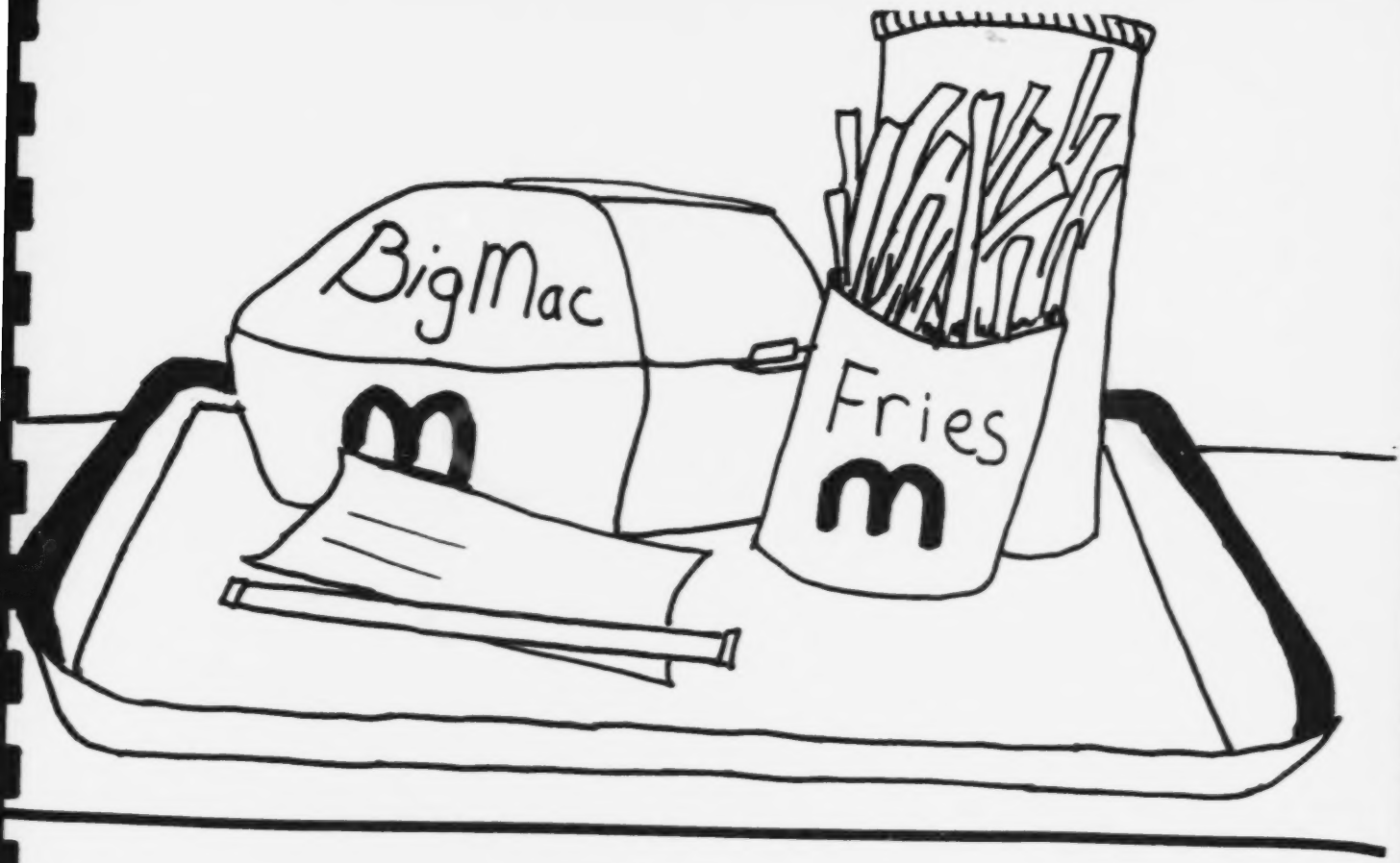
Illustrations of McDonald's

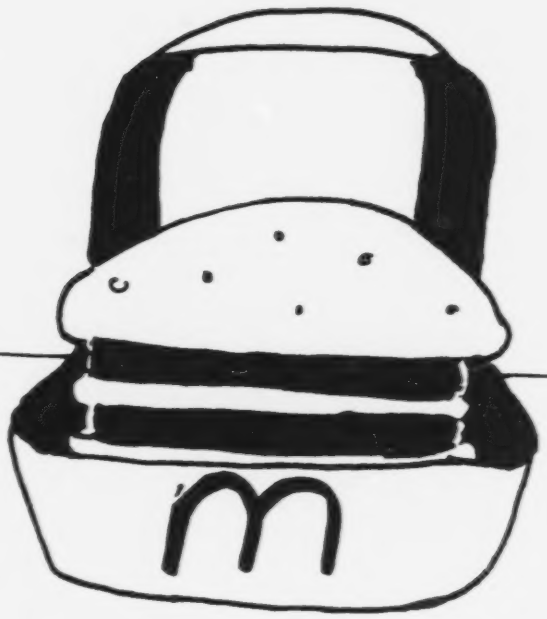
School
M-Donalds
80 Billion Served

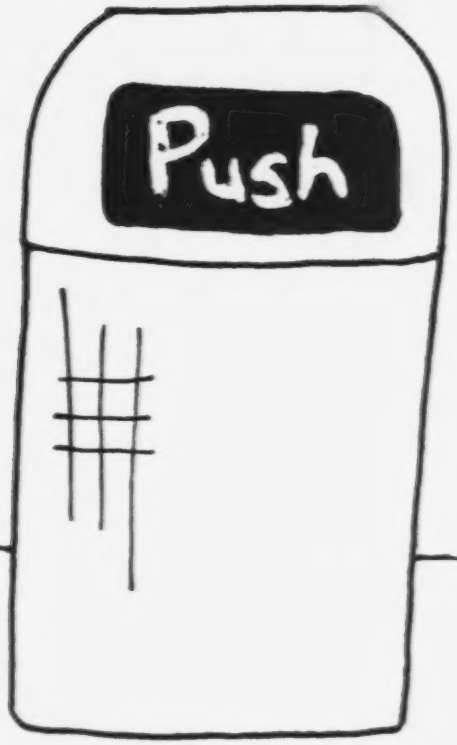


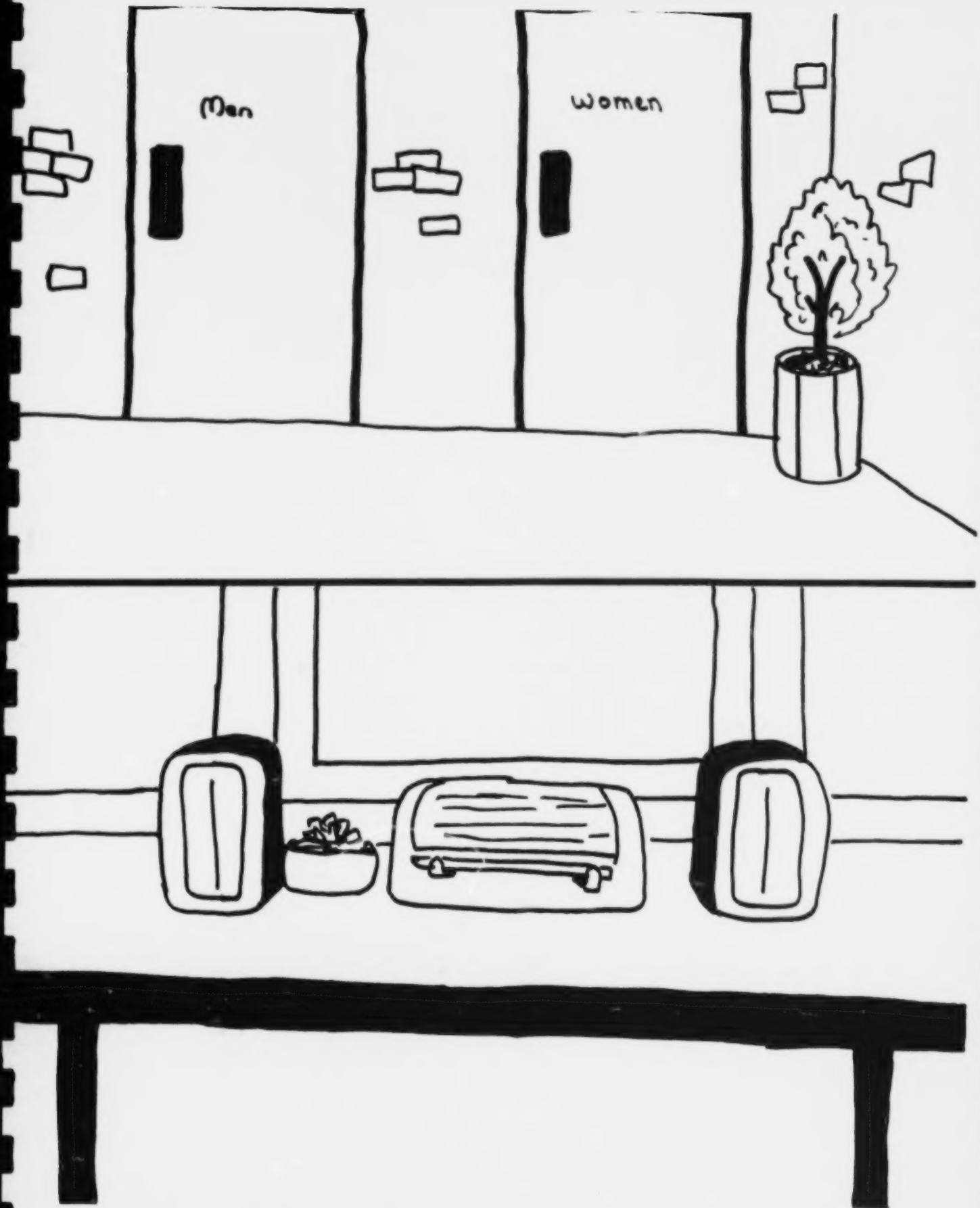


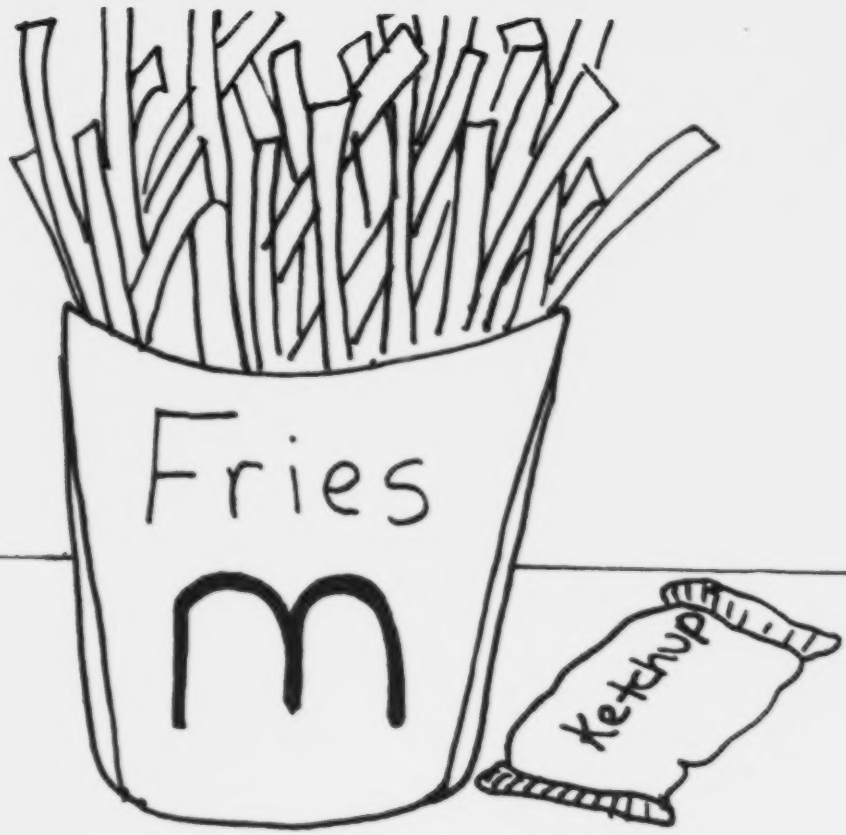
Trash


BigMac
Fries




Push


Men
women



Sandwiches

Chicken McNuggets 6	1.20
9	1.79
20	3.25
Big mac	1.25
Quarter Pounder (with cheese)	1.30
Quarter Pounder	1.15
McRib	1.30
McChicken	1.15
Double cheeseburger	1.20

Beverages/Fries

French Fries	50/65
Coca-cola, Orange, Sprite	50 55 65
Milkshakes	70
Lowfat milk 2%	43
Coffee	35/45
Hot chocolate	40
Hot Tea	35
Iced Tea	55

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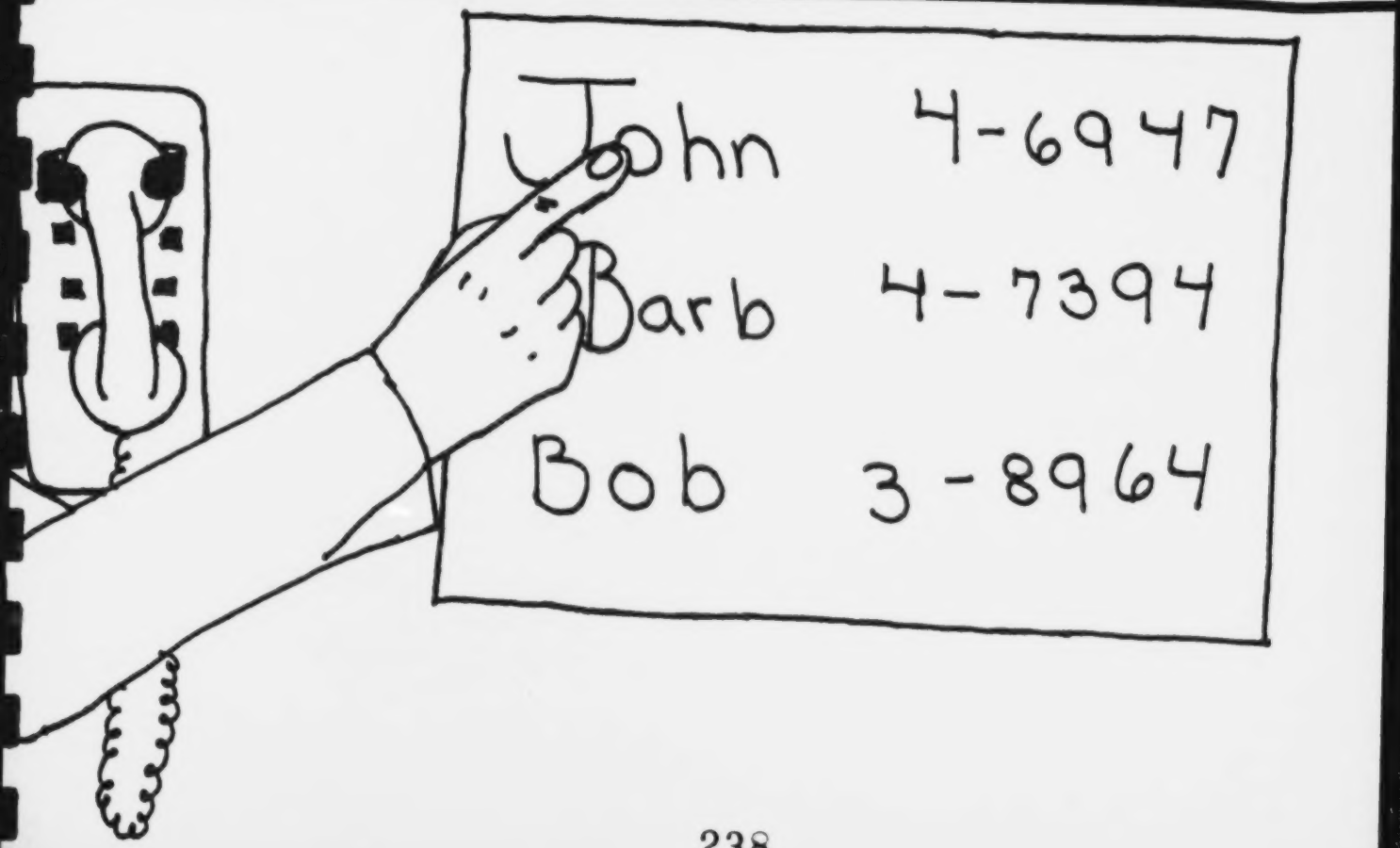
Illustrations of Telephone

CALL
John 4-6947
Barb 4-7394
Bob 3-8964


John 4-6947
Barb 4-7394
Bob 3-8964

John 4-
Barb 4-
Bob 3-

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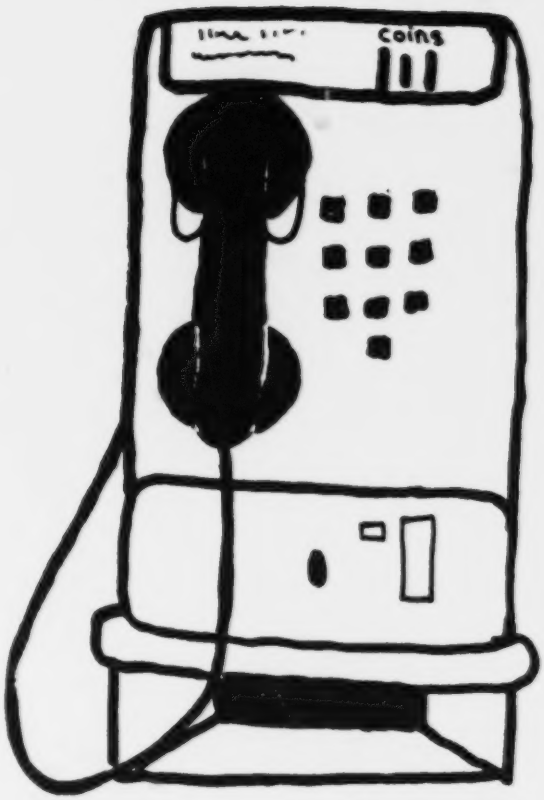
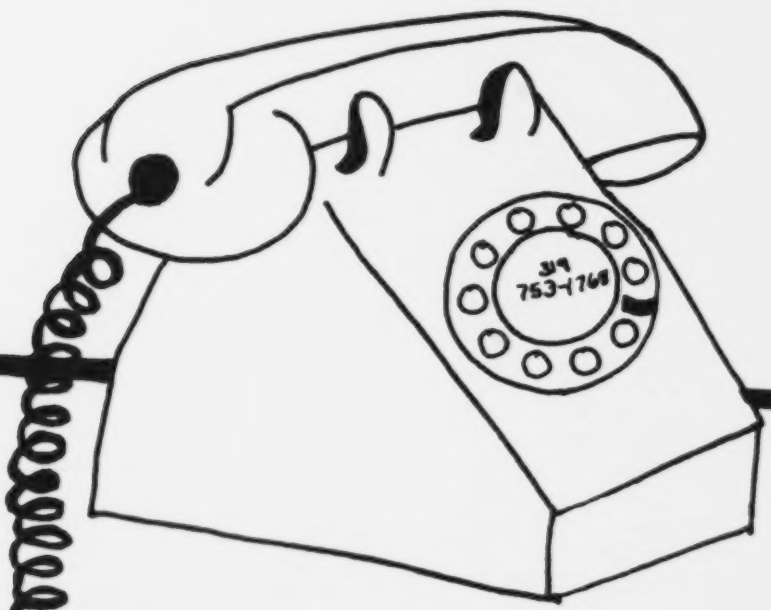
Telephone
Directory

Phone
Phone


Coins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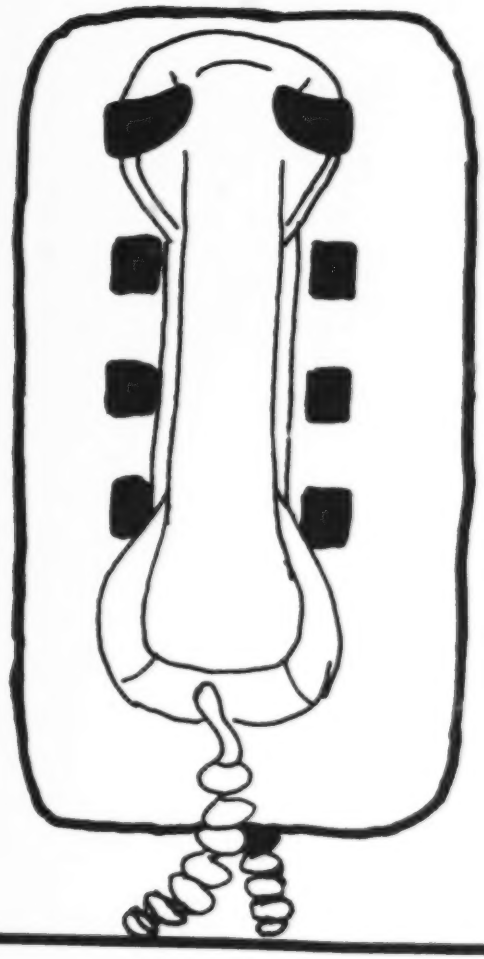

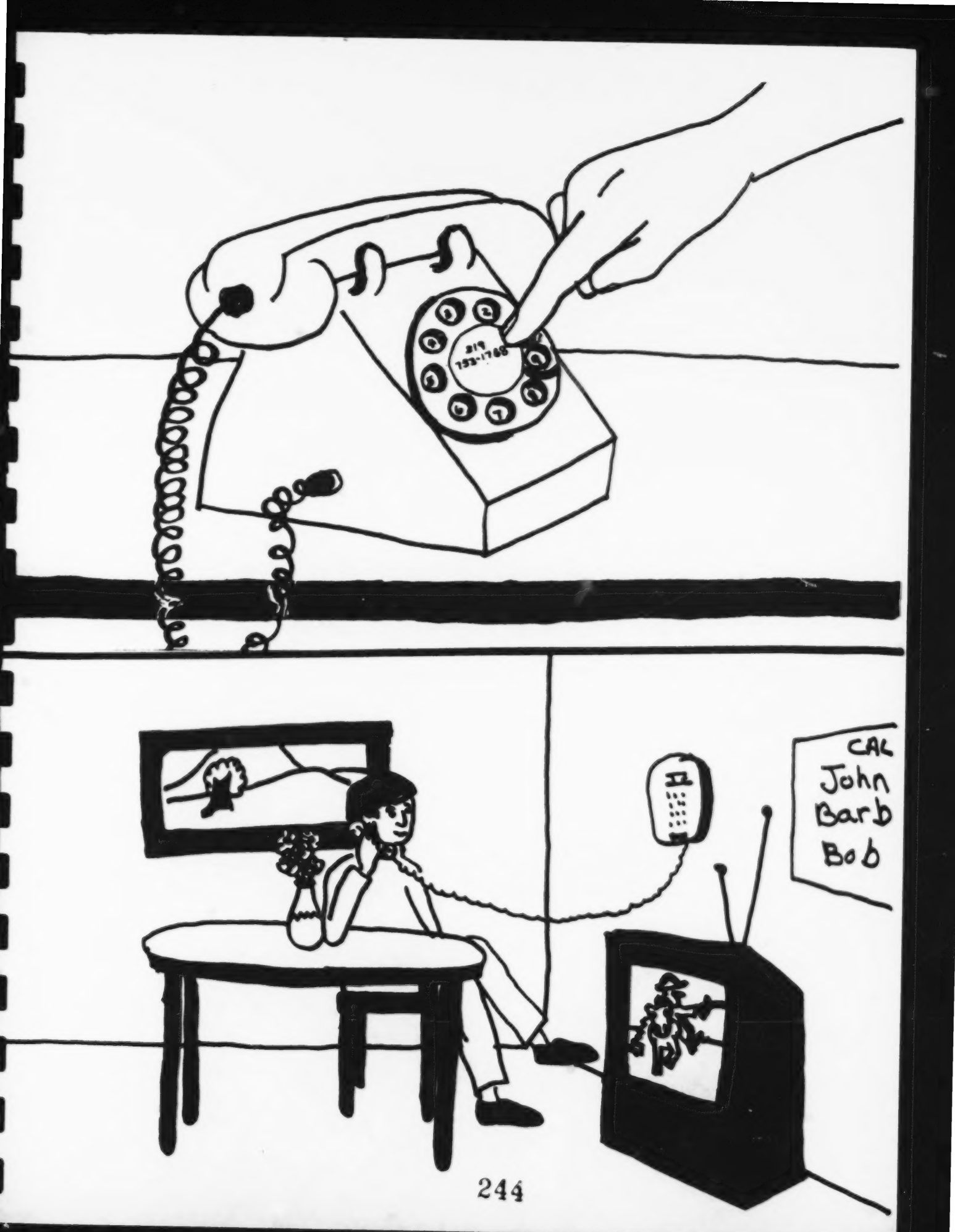
CAL
John
Barb
Bob

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